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1938

EXPANDING
THE CLASS-
ROOM

LESTER K. ADE
Superintendent of Public Instruction



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• COMMONWEALTH • OF • PENNSYLVANIA •

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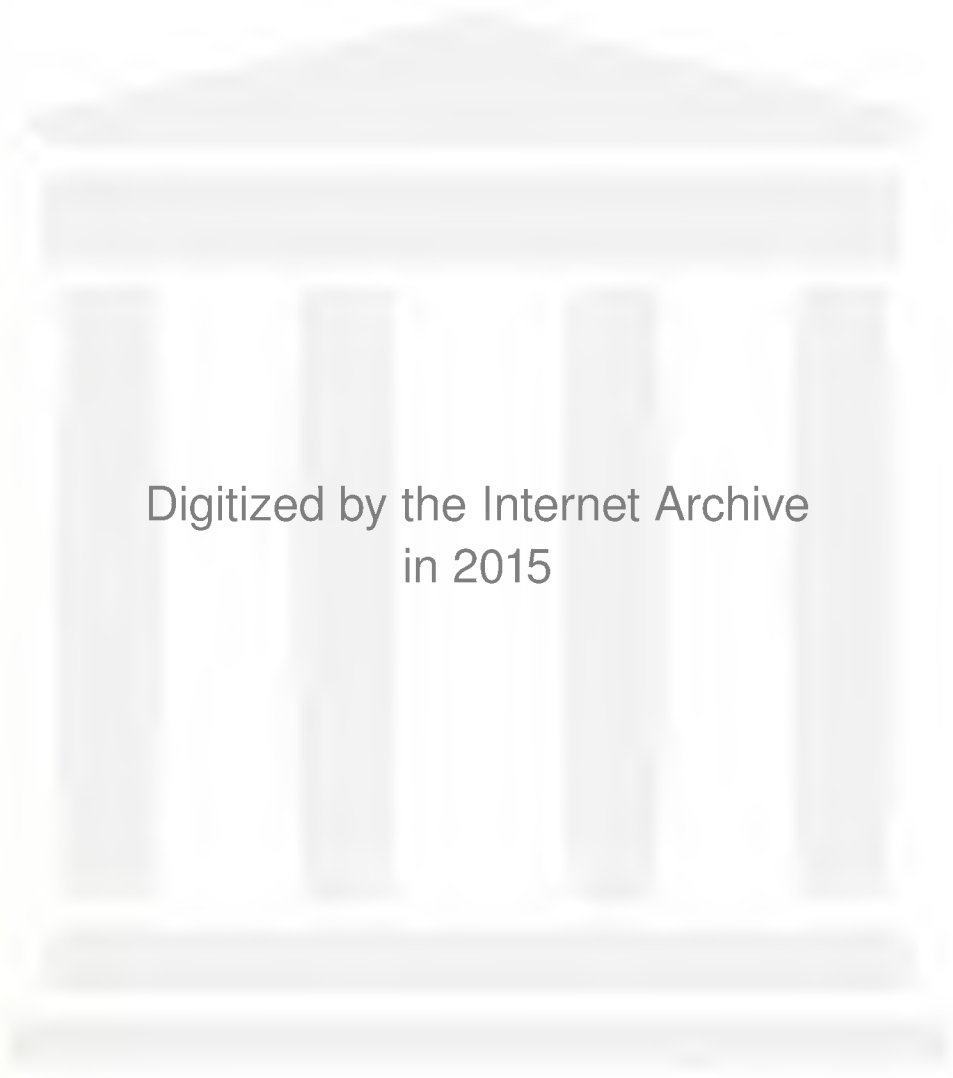
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(Continued Inside of Back Cover Page)



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EXPANDING THE CLASSROOM

Suggestions for

Developing a School Journey Program

in

The Public Schools

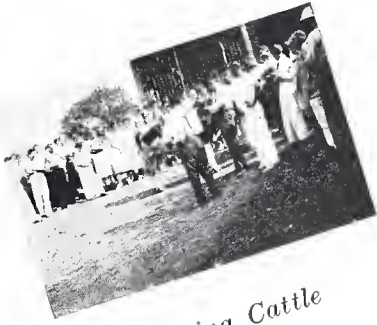
LESTER K. ADE
Superintendent of Public Instruction



Commonwealth of Pennsylvania
Department of Public Instruction
Harrisburg
1938



How Stone Is Crushed



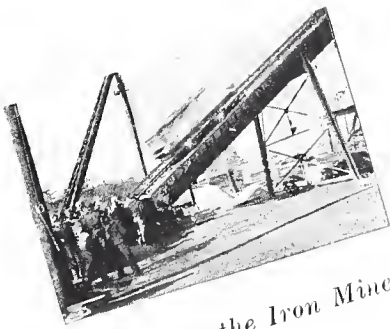
Judging Cattle



A Giant Passenger Plane



Away on a School Journey



Ore From the Iron Mine



How Does the Garden Grow



The New Stream-Lined Train

FOREWORD

The program of the public schools is continuously being made more real and vital in the lives of the pupils. In recent years such movements as visual education, the laboratory procedure, and the socialized recitation have been increasingly stressed as successful **techniques**. More recently the school journey as an aid to the study of the environment, including the community, is being utilized as a learning activity intended to make the program of the school more vital and functional for the pupils.

The purpose of this bulletin is to emphasize the values of the school journey as an educational technique and to suggest procedures which may be used in organizing trips to various places. *Expanding the Classroom* stresses the importance of making life real to the pupils by bringing them into direct contact with it. The bulletin outlines the environmental resources which may be used by the teacher and suggests the infinite possibilities of making full use of the total environment as a basic source for materials of instruction. Teachers who use the school journey as a learning activity will stimulate the imagination of the pupils and bring reality to the abstract ideas of the printed page. The school trip will give concreteness to pupil discussions and provide material for creative and constructive ideas and activities which cannot be obtained in any other way. We hope that this bulletin will stimulate an increased utilization of the school journey as an integral part of the educational program of every school.

The bulletin has been written by Alan O. Dech, Adviser, Curriculum Construction, under the direction of Paul L. Cressman, Director, Bureau of Instruction. The list of "Places of Educational Interest in Pennsylvania" was prepared in collaboration with Henry W. Shoemaker, Chief, State Archives Division; Ralph W. Stone, Geologist, Department of Internal Affairs; and Sylvester K. Stevens, Historian, Pennsylvania Historical Commission. Acknowledgment is also made to the many county and district superintendents of schools, supervising principals, and secretaries of county historical societies who contributed to the compilation of places of educational interest, and to other parts of this bulletin.

LESTER K. ADE

September, 1938

Superintendent of Public Instruction

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EXPANDING THE CLASSROOM

I. THE SCHOOL JOURNEY

A. EDUCATIONAL VALUES

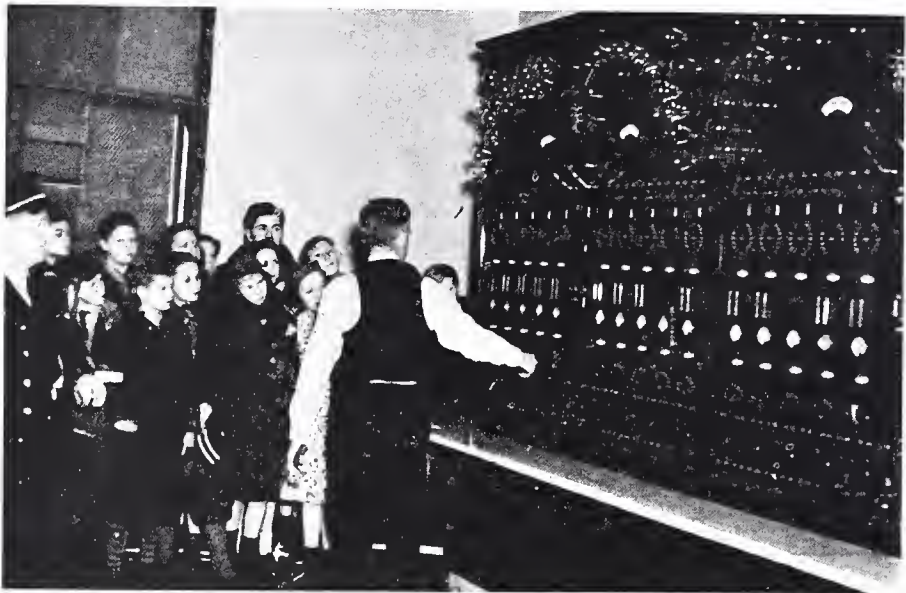
The school journey, when utilized as a learning activity, is an effective means for providing more direct experiences with the realities of social living. The complexity of our social structure has so far removed the controls and operation of our social institutions and practices from the immediate experiences of the pupils that they have little opportunity to obtain first-hand information without the guidance of the teacher. A visit to the county courts is a highly effective means of studying court practices and problems. A visit to the firehouse leaves a clear and lasting impression of one type of municipal service. A trip to Harrisburg to observe the Legislature in session is an excellent approach or culminating activity to the study of how the laws of Pennsylvania are made. A survey of the housing conditions existing in a certain locality will provide vital material for a unit on housing. The school trip, when used for the purpose of aiding pupils to understand the operation of the social order, becomes an indispensable teaching device in every schoolroom.

The school journey is also valuable as a means of clarifying science concepts. By visiting an industrial plant, the pupils can see at first-hand the advances made through inventions and discoveries. A visit to a dairy will reveal the industrial application of the concept regarding the effect of heat upon certain kinds of harmful germs. The principles involved in the purification of water for drinking purposes are best observed by a trip to the local water plant. In a rural district, a half hour spent in examining land contours will produce several illustrations of the effects of soil erosion and the need for conservation of natural soil resources. It is thus that the environment, when examined at first-hand, becomes an important part of the science materials.

One of the primary obligations of the teacher is to stimulate the interest of the pupils in the work which they are undertaking and then to widen the range of interests so that the pupils are ever discovering new areas in which they may direct their activities. A visit to the plant where electricity is produced provides information not only in the field of science but may be the incentive for a study in government regulation of public utilities. Depending upon the phase to be stressed, the discussion of the use of natural resources in the production of electric power will be an outcome of the visit. The wise direction by the teacher of the trend of the discussion and the activities will determine the possibilities of such a visit as a stimulus to thought and interest in the class.

The school journey also gives concreteness to the material used in the classroom. The treatment of the subject of transportation becomes a vital and real part of the experience of the pupils after they have visited a railway station. They begin to realize the close

relationship between what is found on the printed page and life itself. The word becomes living material, meaningful in its connotations, and a symbol for what the pupils have seen and heard. The activities of the pupils also take on new significance, for what is done in the classroom is often a small scale operation of what they have seen during the class trip. The school excursion thus becomes an excellent means of enriching and supplementing the work of the class.



Seventh Grade Pupils Visit City Hall—the Fire Alarm System

The excursion is sometimes the best method of procuring information. By examining a ledge of rock, the class can study rock formation and earth slipping or upheaval in order to gain an accurate concept of the structure of the earth's surface. The garden or the woods yields facts regarding plant and tree growth which cannot be gained except by direct contact with the objects to be observed. An effective means of discovering what a business man requires of his office employees is to have a committee of pupils discuss with him in his office the necessary qualifications for certain types of positions. During a study of health standards and conditions in the community, a teacher may use the survey technique as a means of developing desirable traits of citizenship, and at the same time promote a scientific attitude toward the solution of the problems. As the school itself cannot provide all the necessary materials and situations for direct study and real experiences, the teacher will find the use of the class trip an essential means of securing first-hand information on topics she cannot treat satisfactorily within the four walls of the building.

As a type of vocational guidance in the secondary school, visits to industrial plants and to business offices are of great value. It is by this means that the pupils will obtain first-hand information concerning the types of work in which they are interested or which

they are contemplating making their vocations. Seeing people at work, and possibly talking to them about it, will broaden their experiential background. A visit to the steel mills will offer an opportunity for studying the types of work engaged in and provides a picture of the environment in which the work is done. The pupils are consequently better able to make decisions regarding their future occupations. They will consider the skills involved, the required temperament, the working conditions, the physical qualifications, and such other factors as may bear upon the appropriateness of the vocation for the individual. The school journey, if used as an activity in the vocational guidance program, thus becomes an excellent medium for bringing reality into the classroom discussion.



A Class in Office Practice Visits a Business Office

B. PROBLEMS OF ADMINISTRATION

Making a Survey

One of the first steps to be taken in planning a program in which the school journey is used as a learning activity is to make a survey of all places, things, and people appropriate for visitation. A tour by the teachers, such as the one outlined for the science teachers on page 34 of the Appendix, may provide the necessary initiative for the program. Each teacher, or a committee of teachers, can be made responsible for discovering the educational potentialities of the environment. The information about places may be gathered on cards to be filed for reference in the main office. The cards should contain such items as:

- Name of person, place or thing to be visited
- Location
- Value of visit

Transportation needs
 Time appropriate for visit
 Name of person to be contacted
 Necessary preliminary notification
 Remarks

As a further aid to the teachers a map may be prepared, locating all suitable places and indicating what can be observed.

Selection of Place To Be Visited

The problem of selecting the places to be visited is sometimes a difficult one. Such factors as transportation, time involved, and cost are definite considerations which must be faced. In general, however, the selection should be based primarily upon the educational value of the trip. Whether the principal, the teacher, or a teacher committee is the authority for giving approval, the pupils ought to be thoroughly aware of the reasons for making a visit and consequently should, whenever possible, be permitted to assist in the selection of the places to be visited.

Organization of Program in Secondary Schools

In the secondary school the administrative problems involved in freeing teachers from classes and adjusting the schedule are numerous. Trips taken on the initiative of individual teachers sometimes seriously disrupt the school program. They also prevent other teachers of the same pupils from becoming acquainted with the purposes and results of the trip; consequently, the lack of a unified program becomes apparent. On the other hand, there may be times when an individual teacher feels that a certain trip is of immediate interest only to a particular class in a grade or only to those taking a certain course; in fact, it may seem that not all the pupils in a grade would be immediately concerned with the values derived from that trip. In view of the divergent problems created, it appears that the major concern of the administrator will be to work out, with the teachers, a plan with which all the teachers are thoroughly familiar and in which they are willing to cooperate. The plan should endeavor to maintain a unity of purpose on the part of the teachers, eliminating duplication of trips by different teachers. It should enable every teacher to be aware of the purposes of all the trips so that the activities of the different classes can be closely correlated insofar as possible.

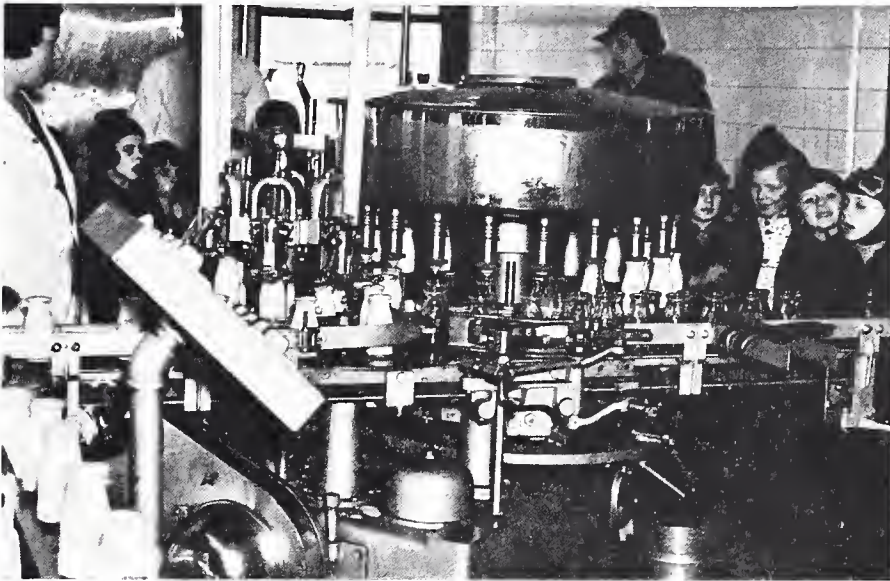
It may be necessary, for administrative reasons, to plan an excursion program far in advance. In the larger school districts planning the excursion program for the entire year early in the school term is almost a necessity. A faculty representative in charge of excursion programs and the principal may plan the schedule for the year on the basis of the teachers' suggestions. Insofar as possible the trips should be scheduled to correlate with the work of the classroom; this implies the need for planning the classroom work for the year. The schedule having been prepared, the individual trips may be planned by the teacher who acts as contact person and is in charge of the trip.

Provision should be made for the reporting of trips to all teachers in order that they may use them as part of their instructional materials. To provide for this need, the faculty representative in the building can prepare a report each week of each trip for the entire faculty. This is especially necessary where different classes of the same grade visit different places. The form suggested below may be used for reporting trips to all teachers.

EXCURSION PROGRAM

(To be filled out by teacher in charge of trip and sent to the person in charge of the excursion program *the day following the trip.*)

Class	Destination
Faculty adviser	
Class preparation proving valuable	
Outcomes worth noting	
Points to be corrected	
Remarks	



First Grade Pupils Visit the Dairy

Transporting the Pupils

When places suitable for visitation are located beyond easy walking distance, transportation must be provided. Immediately the cost and liability insurance become important factors. The superintendent should be careful to avoid burdening parents with the cost of transportation. During the 1937 Session of the Legislature, Section 411 of the School Laws was amended to state that "boards of school directors may also authorize the transportation of pupils to the State Farm Show and to other exhibitions and places of interest when their attendance at the same is deemed of educational value to such pupils and may pay the expenses of such

pupils in whole or in part from the funds of the district." In order to protect parents and owners of private motor vehicles hired to transport pupils, the 1937 Session of the Legislature also amended Section 1408 of the School Laws: "All private motor vehicles employed in transporting pupils for hire shall be adequately covered by public liability insurance in such amount as the board of school directors shall require." This amendment became effective July 1, 1937.

C. PREPARING FOR A TRIP

The necessary preparations for the trip are numerous and important. Adequate planning for an excursion, whether to a nearby or distant place, will determine the success or failure of the trip.

The activities in the classroom preceding the visit play an important part in accomplishing the objectives. Pupils need to be made fully cognizant of the objectives through discussion of the purposes of the trips. Adequate reading concerning the phases to be emphasized frequently assists them in becoming oriented in the field of study. Pictures, films or slides also may be used as approaches to the trip and sometimes serve to illustrate what is expected to be seen. Prior to visiting an art museum experience in worthwhile emotional reactions through participation in the appreciation and enjoyment of certain pictures or other pieces of art might provide excellent preparation. The kinds of procedures used will of necessity be determined by the conditions, and their appropriate use will greatly aid the teacher in making the visit a successful one.

In addition to the preparation for the educational phases of the trip, certain preliminary precautions might be taken to preclude so far as possible the chances of an unfortunate incident occurring because of poor organization or administration. Cautions regarding possible hazards need to be given; in fact, a trip should not be taken if the risks of accident are great.

The type of clothing most suitable for the trip might also be freely discussed. The time of the year and the place to be visited are the main determining factors. Whether or not a trip should be taken when it will mean an expenditure of money for clothing parents can ill afford, is debatable. Since the clothing one wears has some relationship to one's mental and physical comfort, sufficient time should be devoted to a discussion of the appropriateness of the clothing to be worn on the trip.

So many problems arise from illness due to unwise selection of food bought while on the trip or carried from home that the teachers may feel that part of the preliminary discussion should be devoted to the subject of a well-balanced menu. If the group carry lunches on a trip, an excellent opportunity is provided for consideration of the choice of items to be included. In case the lunch will be bought, discussion of the eating place to be selected, the cost of items on the menu, and the selection of the food is appropriate. When overnight trips are contemplated, avoidance of illness due to a poorly-balanced diet, an ill-selected restaurant,

between-meal eating, or late night eating may be a topic to be emphasized. Valuable suggestions for the selection of healthful menus and food will be found in *Nutrition and the School Lunch*.¹

When a trip is taken for which certain equipment is needed, the amount and kind will depend on the age of the pupils and the purpose of the trip. On most trips on which specimens will be collected jars and knapsacks will be sufficient. Of major importance is preliminary planning so that each pupil will have the type of equipment needed for achieving the educational purposes of the trip.



The Guide Tells the Fifth Grade About the Two Hundred Year Old Charcoal Furnace

If the trip is one of some length and several places are to be visited, a definite time schedule should be planned beforehand. The schedule may be discussed with the pupils and necessary adjustments made, and it should be adhered to rather closely. A wise precaution will be that of placing last on the program any places or items from which it may be difficult to draw away the pupils. Otherwise it may be difficult to keep to the schedule closely enough to include in the trip all that has been planned. When an overnight trip is planned for older pupils, the schedule may provide for a brief period of freedom from the restraint of chaperonage by teachers. This will permit each pupil to satisfy his own special interests to a limited degree and provides the psychological release craved by pupils away from home. It is also important to provide rest periods on a trip which entails expenditure of considerable physical and mental energy, the amount of time depending upon the age of the pupils and the type of trip taken. Other factors may be considered important in developing the schedule, but none should be neglected for the preliminary planning will determine to a large extent the success or failure of the trip.

¹Nutrition and the School Lunch. Bulletin No. 100, Department of Public Instruction, Harrisburg, Penna., 1935.

D. EVALUATING A TRIP

An important part of the learning activity is the evaluation of the trip in the light of the proposed objectives. The methods to be used will be determined by the objectives of the trip, but they should not be so rigid and burdensome that the zest for making further excursions into the field of reality will be dulled. Formal tests may be totally inadequate for discovering certain types of outcomes. For example, if one of the objectives of a trip into a city is to study traffic and pedestrian hazards, or perhaps to have the experience of using certain means of transportation such as the subway and elevated trains, an objective test would be unsuitable. Nor can an appreciation of masterpieces in painting, sculpture or architecture or of a symphony concert be measured by tests of the type commonly used. Sometimes discussions in class will serve to clinch the points the teacher wishes the pupils to make. If the objective is primarily one of appreciation, the teacher may want to observe each pupil's reaction to other paintings or to a musical program in order to discover the effects of the trip. An attitude test may at other times indicate what changes have been brought about in the pupils. A brief composition stating what the pupil enjoyed the most and why, or describing briefly what he has seen has been used successfully by some teachers. Another means of checking on the value of the trip is to have the group arrange, prior to the trip, for a program based on the excursion to be presented to the parents or to schoolmates. This may include a play, short talks, an exhibit, posters, pictures, and slides.

The information gained on a trip need not be utilized by only one department. The English department may use the trip as a basis for oral talks, outlines, dramatizations, or written compositions. In the mathematics sections, graphs, charts, and other methods of handling statistics may be considered. The pupils in the art classes may find in the trips inspiration for posters and pictures. The science class can frequently utilize much of the information relating to processes applying scientific discoveries and inventions. Almost every trip becomes, for the social studies department, an opportunity for directly relating the realities of life to the work in the classroom. When each department has full knowledge of the nature of every trip and of its objectives, and utilizes it to the fullest extent, the school excursion becomes one of the most important of the learning activities in which pupils can engage.



A Sixth Grade Studies a Model of the Parthenon

II. WHAT TEACHERS SAY

A. MERRILY WE GO TO JAIL¹

Radnor Township Robbed Again—just another of a series of Thursday night robberies in the community and the secondary school.

“Let’s import a few G-Men and they will wipe them out like they did the Ma Barker gang,” said Mike to his buddy, after having heard the last gangsters broadcast.

This epidemic of robberies and the weekly gangbuster program caused much comment among the young folks, which was carried into the school where it reached its peak in the classroom. We began a study of crime, its origin, extent, cost to the public, and attempts to thwart it at its inception. We wanted to know how the public is protected against it, how criminals are tracked down, apprehended, tried, and sentenced. Little did it mean to our pupils that the vigilance of the Radnor Township Police Force had taken the robbers into custody. They were so absorbed in their attempted solutions of anti-social careers that they proceeded by a number of activities to get all the possible information regarding the problem.

Class work during the next six weeks included the following lecture-discussions by selected specialists:

- “Court Procedure”—Mr. Edward Fronefield—Attorney
- “Criminology and Penology”—Social Studies Department
- “The Bertillon System”—Police Department
- “Juvenile Delinquency”—Dr. McHugh, Villanova Professor
- “Detectives Versus Criminals”—County Detective
- “Lie Detector Demonstration”—Science Department
- “Theme Contest on Crime”—Sponsored by American Legion
- “Kidnapping and Crime Detection”—Bell Telephone Movie
- “The Valiant”—Dramatized in English Department

The class, anxious to visit the county courts and see how justice is dispensed, received permission from Judge William Dannehower, of the Montgomery County Bench, to visit the court during criminal week.

The pupils left school at nine o’clock in the morning. Installed in choice seats in front of the courtroom they heard the traditional “Oyez, Oyez”, as the court was duly opened.

The panorama quickly unfolded itself with the empanelling of the jury and the customary challenges during which time Judge Dannehower welcomed the pupils to his court. Witnesses were called, sworn in, examined and cross-examined; contradictions, damaging statements, and evasive replies amused the spectators. Prognostications were made by the pupils as to the outcome of

¹Submitted by Joseph Forrest, Head of Social Studies Department, Radnor High School, Wayne, Pennsylvania.

the case, only to fluctuate as new testimony was brought forth. The class proved to be clever in that its verdict was the same as that handed down on the two cases heard.

The verdict for the defendants was conviction; for the class, eviction. Had the court not been formally closed by adjournment Radnor students would have stayed on to see another day. They returned to the native heath in Wayne, convinced that "cracking" books is much to be preferred to cracking rocks.

B. A RURAL SCHOOL USES ITS ENVIRONMENT¹

1. A SCHOOL JOURNEY TO A FARM

After we had seen slides from the Commercial Museum on "How Philadelphia Gets Its Milk Supply", a desire arose to see and find out how the cows near our school are cared for, to see them milked by machines, and to find out what is done with the milk.

Permission was secured to visit the farm where milking is done by machines. Transportation was arranged for by two adults who offered to transport the pupils in automobiles. The pupils secured permission of their parents to make the journey.

We discussed proper deportment at the place to be visited. We also talked about what we were to look for at the farm, and planned to watch for interesting things on the way.

As it was early in the term and the group consisted of pupils from grades one and two, the beginners counted all the different kinds of animals and listed the numbers of each in notebooks they carried with them. We noticed the milking machine, the number of cows milked at one time, how the tubes were cleaned after milking each cow, and the material used for bedding. We asked for a sample of the food being fed at that time to learn what the cows were eating.

Some questions asked were:

Why does the bull have such long toe nails?

Can all cows be milked with a machine?

What kind of cow are they?

How often are the cows milked?

Where is the milk sent?

We observed the courtesy of thanking the farmer for the visit.

The follow-up consisted of reports from the pupils, and a decision was made to collect pictures and keep a record of our visit in a farm book. A model farm was constructed on the sand-table.

A second farm was visited where cows are milked by hand. As this farm was near our school, we were able to walk there. Safety rules on the highway were discussed in addition to the regular preparation.

¹Submitted by Miss Maude E. Cathers, teacher, Carversville Primary School, Bucks County.

Such values as the following were derived from these visits:

Motivation in English, both oral and written.

Learning and appreciation in poetry.

Music—singing and action games.

Farmer in the Dell.

Oats, peas, and beans.

Seed cycle.

Arithmetic.

Counting.

Measure.

Geography—interest in dairy products.

Development in keenness of observation.



The Hot House Provides Instruction for a Biology Class

2. MAKING A WINTER GARDEN

A suggestion for making a winter garden was read in the Weekly Reader and someone suggested we make one for our room. Discussion took place about what materials were needed, where we would find them, and the arrangement of the collection.

A first grade child brought a candy jar from her father's store. A second grade child volunteered to ask for permission for members of the group to secure woods soil and small plants from his father's woods. We decided to take this trip during a recess and science period.

We walked a short distance to the woods getting the leaf mold, small plants, and some moss. On our return to school the bowl was filled and arranged with charcoal to keep the earth sweet. Leaf mold, two dried leaves, an acorn which we could watch sprout, and the plants and moss were included. We sprinkled water over our garden and then placed a piece of glass over the top of the jar. The plants we gathered were wood betony, cinquefoil, lamb's quarters, and partridge berry.

Following this trip the children seemed to be increasingly interested in a further study of wild flowers and plants and in the protection of plants from wanton destruction.

3. OUR JUNIOR AUDUBON BIRD CLUB

In our Junior Audubon Bird Club field trips organized for the purpose of observing birds, building up interest in, and gaining sympathy for birds is an important activity. Each child is thus made aware of the existence and needs of wild life. The field trips were taken once a week in the spring months, and in September and October.

We leave the schoolhouse in the morning at seven o'clock and return about eight-thirty or eight forty-five. The trips are taken near the schoolhouse, sometimes through a woods or along less traveled roads. We take with us field glasses and a bird guide. Comparisons of the flight and size are made, and identification of the birds is made as often as possible. Bird songs and calls are noted. A record of the trip is taken by writing the names of the birds seen and the names of the members taking the trip. When we return to the schoolhouse we have breakfast, the food being brought by the different pupils.

The club holds a meeting once during the week for a half hour at the noon recess on Tuesday. Officers of the club take charge, and leaflet material sent out by the Audubon Society is studied and discussed. The members of our club had the good fortune to be able to visit The Briar Bush Bird Sanctuary at Roslyn, Pennsylvania, the home of Mr. and Mrs. E. E. Griscom, where Mr. and Mrs. Griscom have interested many school children in protecting birds.

Interest in the field trips have resulted in many other activities such as:

Making posters announcing the meetings of the club.

Making bird houses.

Making and filling suet sticks for the birds on the playground.

Collecting Christmas trees used over the holiday season for a shelter on our playground.

Taking of a bird census during Christmas week.

Keeping bird note books.

An early morning breakfast in the woods in the spring.

Lectures with slides and mounted birds given by Mrs. E. E. Griscom.

C. CHILDREN GAIN EXPERIENCE BY VARIED SIGHT-SEEING¹

Can you remember what a thrill you got as a youngster when some one said you could go along on a trip? You pictured the things you would see and do, and what fun it was just to be going somewhere. In the school at Buck Run, Schuylkill County

¹Submitted by Miss Earna Bevington, Principal, Buck Run Elementary School, Buck Run, Pa.

Pennsylvania, the children enjoy this grand anticipation throughout the year. Near the end of May the great day arrives when they start off at break of dawn in two large buses for the wonders of their great adventure. Late in the evening, home they come, with much to tell about their most vivid dreams more than fulfilled.

During the year the pupils of the sixth, seventh, and eighth grades who make the trip, have been diligently saving to meet the two-dollar fee charged them. This pays only a part of the total expense, but it creates a real invested interest for the children. Before each child leaves the elementary school he has an opportunity to make three trips. The trips vary as to the direction taken and the aim of observation. This consideration in planning broadens their experiences and increases their interest and knowledge.

We have found that in the three-year cycle, two trips hold the most interest for the children. The third year we have made a variable one. The most popular of all is the tour of Philadelphia, where so much in early United States history can be seen. Here also we observe various forms of modern transportation, the museums, and the very interesting zoo. A second trip includes Harrisburg, where a study of the government and educational buildings gives impetus to an interest in State and civic law. From here we go to Indian Echo Cave to see the marvels which nature has created. A few hours at Hershey conclude this trip. Here, a visit to the Boys Industrial School gives the children a vision of a very fine type of education. They also thoroughly enjoy a tour of the Chocolate Plant, and the fun in the large amusement park.

For the third year of our cycle two other trips have been much enjoyed. One year we followed the Sullivan Trail up the Susquehanna, through Tioga Point to Waverly, N. Y. We had, fortunately, the able direction of the late Hon. Judge A. C. Fanning, who, from his broad and intimate knowledge of the history of the territory, made the journey much more interesting with his stories of the early days than would have been possible with a less informed guide. In 1936 our aim was chiefly the study of civic industries and activities. We visited Wilkes-Barre where we inspected a large bakery, a dairy, an ice cream plant, the Bell Telephone Company, the Kirby Health Center, The Record Plant, the home of Wilkes-Barre's newspaper. We had lunch at the large Percy Brown cafeteria and visited the kitchen afterwards. Wilkes-Barre also has much of historical interest: the Frances Slocum House, Fells Tavern, Teedyusing Site, Sullivan Expedition camping ground, and the Historical Society Indian collections. A tour of the city and nearby points included Wyoming Monument, Queen Esther's Rock, Swetland House, and Forty Fort Church.

We have taken two trips to Philadelphia thus far. Perhaps the itinerary of our journey there this year would be of interest. Fifty-four children were in the group.

- 8:00 A. M. met Keystone Guides in Philadelphia suburb
- 8:30 A. M. arrived at Benjamin Franklin's Grave
- 8:35 A. M. leave Benjamin Franklin's Grave
- 8:40 A. M. arrive at Betsy Ross House
- 9:00 A. M. leave Betsy Ross House
- 9:15 A. M. arrive at Christ Church
- 9:25 A. M. leave Christ Church
- 9:35 A. M. arrive at Carpenter Hall
- arrive at Independence Hall
- arrive at Congress Hall
- 10:10 A. M. leave Congress Hall
- 10:15 A. M. arrive Curtis Publishing Company to see mosaic picture in lobby
- 10:20 A. M. leave Curtis Publishing Company.
- 10:35 A. M. arrive at Delaware River Bridge, go to Camden, N. J.
- 11:05 A. M. leave Camden by ferry for Philadelphia
- 11:25 A. M. take elevated train and subway to Wanamaker's Store
- lavatory period
- lunch in Crystal dining room. Had specially printed menu
- Party then divided into two groups and spent one hour in a tour of the store with guides
- 2:00 P. M. leave Wanamaker's Store
- 2:15 P. M. arrive at Franklin Memorial Institute
- 3:30 P. M. leave Franklin Memorial Institute
- 4:00 P. M. arrive at Zoological Gardens
- Children divided into five groups headed by teachers and tour the Zoo.
- leave the Zoo for Buck Run

These tours call for careful preliminary planning and organization in order to prove most profitable and successful. The two dollars paid by the children scarcely pay bus hire, and the remainder, as well as lunches, all admissions, and other expenses are paid from a special school fund. This is raised by parties, shows, etc., given by the school throughout the year.

Definite plans for a trip are made through the cooperation of the children, the teachers, and the principal. Trips that are possible from Buck Run are briefly described to the children. They then decide where they want to go. Next, it becomes a duty to find out what are the most interesting places to visit and things to be seen at the place of their choice. From then on until the trip is made, both teachers and pupils enjoy looking up all they can find out about these points of interest. The teachers are often requested by the children to tell what they know about places of interest on the trip. Our itinerary is finally settled by the children choosing the things they wish to see and do most, for it is never possible to include in one day all that might be interesting.

This does not end the preparatory work for the teachers. We try to put ourselves in the places of the children and an-

ticipate the difficulties they will encounter on the trip. We explain methods of procedure and behavior in the various places we will visit and help them to live vicariously through the experiences they are anticipating. When the great day arrives and they are thrown on their own, we have always been most gratified at the ease of the ready and correct responses the children unfailingly make to the numerous new situations in which they find themselves. All of this offers excellent real-life motivation for such education in good citizenship as courtesies to each other and to strangers, respectful conduct on public conveyances and in public places, safety-first in cities, how to get needed information, appreciation for public improvements and their care, and the proper dress for the trip and various other occasions.



The Zoo is Always Interesting

Specific organization of the group for the conducting of the trip comes a day or two before the time set, at a special meeting called for the purpose. The itinerary is again read to the children and all questions are answered. The group formulates a list of rules which we believe, if followed by each child, will greatly add to the success of the trip. We include the following few points, thinking they may be helpful to others in the organization for such a trip. The children form into groups of from five to seven members, each division choosing a captain who is responsible for checking and reporting for his group. Each captain keeps ready for instant checking a card on which is typed the names composing his group. We also have a complete list of captains and their children. When we leave a place where it is necessary to know that all are together, we call only the names of the captains. When a captain answers, "Present", it means that his entire group is there. We gain the quick attention of all by the simple device of raising a hand, which means that there is something impor-

tant to be said. Each child seeing this raises his hand to attract the attention of his neighbor, and all draw close to listen. In that way it takes but a few moments to give instructions, or call roll.

This careful preparation and organization accounts in part for the very successful journeys that we have taken. It is seldom that there is a case of discipline or other unfortunate happening to mar the happiness of our day. All runs smoothly and the children come home thrilled that they have been able to do with satisfaction the things they have been dreaming about for so long. For days afterward we see them eagerly telling their friends about things they especially enjoyed, and many are the class discussions about all they saw and did on the trip.

Of what value are these journeys? The outcomes are so numerous and worth so much more than the cost. The children use a great deal of what they have learned to give understanding to their studies and contribute richness to the school. There are so many unmeasurable gains, however, one can not justly say what are the true values of these tours. The brightness in the eyes, the shining faces, an uncertainty that is gone, a new faith and confidence won—these alone are worth the effort. We only wish it were possible for us to make two such journeys a year instead of one. In addition to this we supplement our class work throughout the year by short excursions to study the children's immediate environment, such as a farm, a dairy, a depot, nature walks to study stones, flowers, animals, insects and pond life. Specimens are brought into the class room for more careful observation and study. From all these experiences we believe our children can not help but gain a breadth and richness of vivid impressions that will influence their character and judgment throughout their entire lives.

D. THE SCHOOL JOURNEY MOTIVATING AND SUGGESTING WORTHWHILE ACTIVITIES¹

In conjunction with the teaching of economic geography at Radnor High School, Wayne, Pennsylvania, it is customary to take pupils on a field trip to the Commercial Museum in Philadelphia. One year a wide-awake tenth-grade girl saw in the Museum the splendid map of the World on which was placed postage stamps of all the principal countries. She asked the teacher why Radnor could not have such a map.

As Radnor needed many new maps at that time, the suggestion to make maps was very timely. Class time was allotted to the project. Time after school and even some evenings had to be spent to finish the maps in time for the close of the school year. The project was carried to completion by tenth, eleventh, and twelfth year pupils electing economic geography. The school furnished large slabs of beaver board and the necessary paints, brushes, and inks. There was cooperation in this respect from the art department, but the work was done by the pupils without the actual

¹Submitted by Robert B. Nixon, teacher of economic geography, Radnor High School, Wayne, Pennsylvania.

assistance of the art teacher. This involved planning maps for size, blocking out areas of large sheets of paper, transferring the finished drawing to the beaver board, painting and research necessary to place the proper products in the right places. Cities were not labeled but a thumb tack indicated the proper spot or location. This was to allow the use of maps for tests for locations in recitation periods.

Among the finished maps appeared, as suitable for class use, a world map with postage stamps representative of the larger and more important countries. The persons making the map sorted out thousands before finding the best. Other pupil groups made a map of Europe with products or pictures of products attached, a map of Asia, and another of South America. A group of workers had decided upon a map of North America, but it failed to satisfy geographic standards of accuracy because one temperamental student of "artistic" nature decided to shape it as his mood for the day or week directed. The teacher allowed the map to be finished but never used it.

Another time we visited the University Museum of the University of Pennsylvania, Philadelphia. The staff of the Museum has always proved more than helpful, and on this particular trip the children were looking for suggestions for term projects. At Radnor we try to have term projects which will be utilized in teaching others. The children like this idea for their names are placed on each project, and when we use their projects we always announce who made them to encourage others; and then, too, the boys and girls go home to tell the young folks who may have been graduated that they saw their project that day.

We summarize the value of the field trip or school journey as a mode of motivation of pupil projects in geography as follows:

Independent Observation

If the teacher will outline a trip or journey and tell pupils what may be seen on such a journey, yet not tell the pupils just where to find each thing, they will see many things otherwise overlooked. The World Postage Stamp Map was not included in the trip, but it thrilled one youngster and she, because of her own enthusiasm, motivated all the projects for that year.

Originality

The teacher must not limit selection of projects to particular topics. Our models were suggested by the pupils themselves after seeing the originals at the University Museum. The groups who make the Andean Village, Fujiama models, Great Wall of China, and Industrial Development of the three great European Industrial Powers wanted to do something different, as did a boy who alone constructed a working model of a hand loom, even to weaving a piece of cloth upon it.

The Teacher as a Guide

The teacher must always be in the background as a helper and adviser. He must *show* how to pour plaster, even teach the

application of paint, and suggest ways to overcome difficulties in making natural-looking vegetation from such materials as sawdust, dyed green, etc. It is *not* the duty of the teacher to *make* the project for the pupil. The project is the pupil's problem resulting from his school journey. Even the less gifted find some particular part of the project in which they are most skilled. For example, one girl, now studying art, made all the little figures which appeared in the original models when completed.

Human Relations

We allow the pupils to select leaders of the groups responsible for each project, after pupils have volunteered to develop particular projects. It is interesting to note how the pupils will often find they have made a mistake in selection of a leader, and how quickly another steps into his "shoes" when the group has deposed the incompetent leader. It is also almost astounding how a group of workers will complain to the "chief" (teacher) when a worker shirks a task and take the necessary steps to make the one hindering their progress produce the required work.

Use of Other Subjects

Pupils soon learn there is a use for skills and knowledges gained in use of shop materials, art, library references and museum, even in an often quite bookish subject such as geography.

Pride in Community Contribution

Pupils feel, after an experience resulting from a school journey, that they have made the journey with a purpose and not merely as a lark. Many pupils come back after graduation and ask if we still have their models and are using them. They have pride in their contributions to their school, contributions which are beyond the average purse of even the largest school systems.

E. OUR GROCERY STORE¹

In the beginning of the year in our second grade we were discussing the community helpers of Narberth. During the discussion the children said they would like to play store and suggested that a store be built. During the conversation they decided that the best way to find out about a store would be to visit some nearby grocery stores.

Consequently, one afternoon we went down street to see a grocery store. Before going we told the children to observe closely what and where different kinds of foods were kept. During the next several days we talked about the trip and then made plans for building the store. We enumerated the materials it would take, such as nails, hammer, cardboard, paint, lumber, and thumbtacks, cellophane; paste.

When the store was about finished, the children brought in empty boxes, cans, bags, cartons, a cash register, a telephone, and

¹Submitted by Miss Edith M. Stock, second grade teacher, Narberth Public Schools.

advertisements from magazines. The latter they pasted on the walls of the store.

From this experience the children gained a real value of numbers by buying and selling with toy money. They wrote stories about their trip and the store they were making. They read stories about various things they sold. In their art work they drew the groceryman, the exterior and interior of the store, and many vegetables and fruits. They molded vegetables and fruits from clay and papiermache, thus learning the relative sizes, shapes, and colors. They learned to spell the names of many things that were used in their project. Last but not least, the children became more observant of their immediate surroundings.

F. A VISIT TO THE ARTIST COLONY ALONG THE DELAWARE¹

The fifth and sixth grades had been having picture study in their English class. This led them to study the pictures hanging in their own schoolroom. When all the pupils were more or less picture conscious, they studied pictures painted by Corot, Millet, and Dupré. Then the idea was formed that they visit the Artist Colony Exhibit near New Hope.

Here may be seen not only the work of well-known artists, but the work of those who have become internationally famous. This presentation of art appreciation seemed doubly desirable because a personal acquaintance with a few of the artists provided an easy approach, and the close proximity of the colony presented a wonderful opportunity for seeing the original paintings of present-day painters.

Although the previous work done by the pupils in picture study seemed a fitting approach to such a journey, a talk during current events period concerning the artists about whom they knew and about those who lived quite near, such as George W. Sotter and his noted night-scene pictures and stained glass murals, and E. W. Redfield and his famous paintings, helped to stimulate the desired interest in the group.

The same afternoon a visit was made to Fern Coppedge's personal exhibit. Here a boy discovered his own farm home painted in a familiar scene. Then a stop at the Davenport studio showed the class how homespuns were woven by hand on old-fashioned Pennsylvania looms.

Outcomes realized through this journey were:

- (a) The knowledge of different painting characteristics of the various artists gained through close observance.
- (b) The knowledge of how nature is used as a livelihood besides farming, mining, etc.
- (c) The ability to talk intelligently on the subject of art.

¹Submitted by Miss Esther R. Burd, teacher, Carversville Elementary School, Bucks County.

- (d) The ability to see beauty in common things and in Bucks County itself.
- (e) Growing interest in the natural beauty of the environment.

G. A TRIP TO THE UNIVERSITY MUSEUM¹

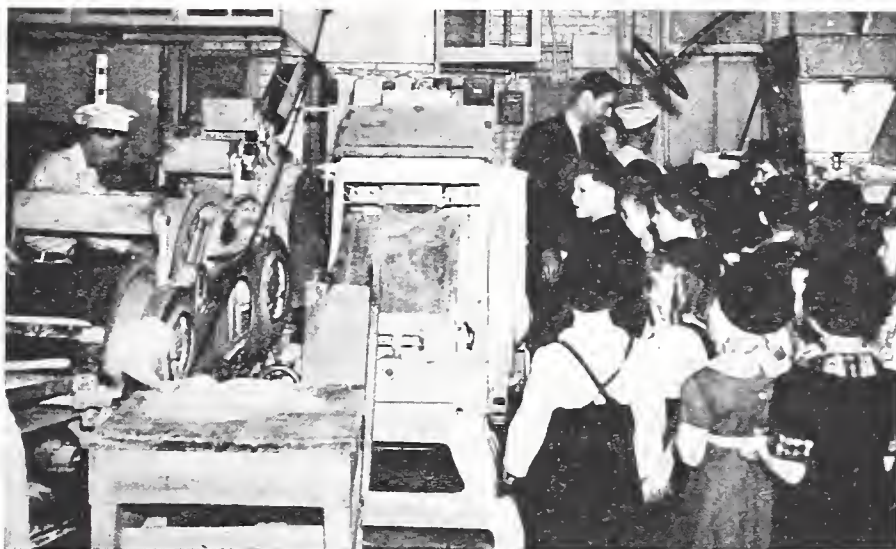
After completing the work on early Oriental countries, Greece, and Rome, we made preparations for a school journey to the University of the Pennsylvania Museum. A brief general outline was presented giving the pupils an insight of what to expect and to look for. In addition some students gave floor talks on the work of famous archaeological expeditions; others gave talks on imaginary journeys through these countries, with emphasis upon historic towns and cities.

With this background the trip was made. An entire afternoon was taken. The first rooms visited contained the Museum's Egyptian exhibits. Here mummies, statuary, glass and ivory handiwork, hieroglyphics, masonry, and woodwork were shown. The pupils were greatly interested in the Egyptian mummies. Egyptian hieroglyphics were also of interest.

In the rooms containing Greek and Roman exhibits we examined painted vases, statuary, models of architecture, coins and military equipment. In these rooms the coins, and armor held the pupils' interest.

After viewing these exhibits our visit to the Museum came to an end. During the class period the next day a review was made of the journey. This was done to fix in the minds of the pupils the important objects seen and their relation to the class work.

¹Submitted by Carlton Harkness, Social Studies teacher, Narberth Public Schools.



The Children Learn How Bread is Made



Studies in Nature—Carnegie Museum

III. APPENDIX

A. EXAMPLES OF EXCURSION PROGRAMS

1. THE SCHOOL EXCURSION PROGRAM OF SOCIAL STUDIES CLASSES IN A SUBURBAN SECONDARY SCHOOL¹

1. General Electric—Philadelphia
2. Baldwin Locomotive Works—Chester
3. Ford Assembly Plant—Chester
4. McClintic and Marshall Steel Corporation—Pottstown
5. Bell Telephone Company (local)—Wayne
6. Bell Telephone Company (dial system)—Philadelphia
7. Bryn Mawr Hospital—Bryn Mawr
8. Temple University Hospital (Department of Radiology, Fluoroscopy, and Bronchoscopy)
9. Suburban Printing Company—Wayne
10. Philadelphia Inquirer—Philadelphia
11. New Philadelphia Post Office—Philadelphia
12. Well Baby Clinic—Wayne
13. Neighborhood League—Wayne's Associated Charity
14. Magistrates Court—Wayne
15. Magistrates Court—Philadelphia
16. State Capitol—Harrisburg
17. Department of Dairying and Animal Husbandry—Pennsylvania State College
18. County Court—Norristown
19. County Court—Media, Penna.
20. Broadmeadows Farms Prison—Media
21. Norristown County Jail
22. Norristown State Hospital
23. Pennhurst State School, Spring City
24. Old St. Davids Church

2. SCHOOL JOURNEY PROGRAM OF A SUBURBAN ELEMENTARY SCHOOL²

- | | |
|--------------|--|
| Kindergarten | Visits to railroad station and Franklin Institute to study ticket office, see trains, buses, airplanes, automobiles, etc., all in study of "How People Get from Place to Place". |
| Grade One | Visits to a pupil's home where pets are kept, as a part of the home life activity. Visits to a home where the activity of honey bees may be studied. |

¹This list comprises the places visited by the twelfth grade social studies classes of Joseph Forrest, Head of the Social Studies Department, Radnor High School, Wayne, Pennsylvania. Mr. Forrest states that the aims of the trips were (1) to acquaint the pupils with community agencies and their contributions to the community; (2) to examine the State institutions, their contributions to the Commonwealth, and to understand one use of State taxes; (3) to obtain first-hand information about vocations.

²Submitted by W. J. Drennen, Supervising Principal, Narberth, Pa.

Grade Two	Visits to local places of community interest: The grocery store, community library, police station, post office. Visit to a large dairy farm.
Grade Three	University of Pennsylvania Museum: Babylonian, Egyptian, and Grecian exhibits.
Grade Four	University of Pennsylvania Museum: Chinese Exhibits—Lecture on Marco Polo's Trip.
Grade Five	Commercial Museum—industries of the United States.
Grade Six	The Mint, Old Christ Church, Independence Hall, Betsy Ross House, Benjamin Franklin's Grave.
Grade Seven	University of Pennsylvania Museum—Egyptian, Babylonian, Greek, and Roman Galleries. (More detailed and technical study than in Grade Three.)
Grade Eight	Academy of Natural Science—bird and animal study, minerals. Astronomical Observatory at Haverford College—star study, Franklin Institute—planetarium and science study.

3. THE ONE-TEACHER SCHOOL EXPLORES¹

Field Trip in March to Find Signs of Spring

Problems

1. What causes the change of seasons?
2. What changes do we notice?
3. Do we recognize the plants?
4. What birds and animals do we see?
5. Why is there so much water in the creek?
6. What signs of life do the trees show?

Field Trip in April to Secure Plants for Our Wild Flower Preserve on the School Ground

Problems

1. How do the wild flowers live? (Soil, shade and sun, moisture, etc.)
2. How can we transplant them safely?
3. When will they bloom?
4. How can we care for them?
5. How can you tell the different plants if they are not blooming?
6. Which flowers are protected by law?
7. Which flowers shall we make a special effort to protect? Why?

Journey to Doylestown, the County Seat

This trip followed the study of the history and geography of our county.

¹Submitted by Mrs. Margaret Melchior Seylar, teacher, Franklin School, Springfield Township, Bucks County. These trips are typical of those taken during the last three years.

- 9:00 A. M.—Visit to Bucks County Historical Museum.
10:30 A. M.—Tour of court house and visit in court.
11:30 A. M.—Visit to a model one-teacher school.
12:30 P. M.—Lunch.
1:00 P. M.—Tour of Bell Telephone Exchange.
2:00 P. M.—Visit to “Doylestown Intelligencer”, local newspaper where we watched all operations.

Material gathered on this day was used in some way in every subject. These children are decidedly rural; many of them have never been more than fifty miles from home. The mysteries of the telephone exchange and the printing presses were especially interesting to the science class and newspaper club.

Trip to Bethlehem to see the motion picture, “Heidi”.

Aim: To take children who had never seen a motion picture to the movies, to stimulate interest in reading, and to teach this excellent children’s story.

Trip to Philadelphia

- 9:00 A. M.—Visit to the Aquarium
10:30 A. M.—Visit to several rooms in Art Museum
12:00 Noon—Lunch
1:00 P. M.—Demonstration in Irvine Auditorium, University of Pennsylvania
4:00 P. M.—Tour of U. of P. Museum
5:30 P. M.—Supper
6:15 to 8:15 P. M.—Visit to Philadelphia Flower Show

The aim of this trip was to widen the children’s experience. Interest was aroused by the glimpses of the “wonders”. Each child saw something of special interest to himself. We referred to the various parts of this trip many times before the end of the term.

4. FIELD TRIPS¹

a. SECONDARY SCHOOL

Special education classes in the junior high school visit the State Museum, State Education Building, and the State Farm Show.

Agriculture classes visit the county fairs, State Farm Show, etc.

Vocational students in industrial history visit the Cornwall iron ore mines.

Civic and science classes visit the filter plant and sewage disposal plant.

Biology classes go to mushroom plant.

Groups in printing, plumbing, electrical, carpentry, woodwork, and machine shop courses go to plants of special interest in their respective fields.

Commercial classes go to courts, large business offices, State Capitol, etc.

¹Submitted by Dr. J. I. Baugher, Superintendent, Derry Township Schools.

Debating Club visits State Library.

Basketball teams go to basketball clinic.

English classes attend plays, moving pictures, sites of interest for appreciation, etc.

History classes go to historic sites, Indian Museum, etc.

Civics classes go to Chocolate Factory to study safety and to the railroad to study communication.

Commercial classes go to telephone exchange and nearby offices.

Agriculture classes and project clubs go to farms, dairy plants, greenhouses, orchards, gardens, parks, etc.

Seasonal trips by science classes: nearby streams, fields, and woods.

Physics classes go to Franklin Institute and museums in Philadelphia.

b. ELEMENTARY SCHOOL

The kindergarten visits the Reading Station, department store, public library, zoo, greenhouse, fire house, post office, and Christmas trees in the homes of various pupils.

The first grade visits the zoo, the Reading station, playground in Hershey Park, fire house, and department store.

The second grade visits the post office, department store, zoo, Indian Museum, greenhouse, Hershey Park, and the bakery.

The third grade visits the creamery, zoo, Indian Museum, dairy farm, laundry, bakery, department store, and the post office.

The fourth grade visits the factory, zoo, creamery, Indian Museum, fish hatchery, park, greenhouse, mountains, bakery, Reading freight station, and garage.

The fifth grade visits the Reading freight station, mushroom plant, pheasant farm, garage, zoo, fish hatchery, laundry, abattoir, different buildings around the community for the various types of architecture, and factory.

The sixth grade visits the factory, airport at Middletown, lumber company, laundry, abattoir, zoo, fish hatchery, car barn, stone quarry, Reading freight station, new modern office building, garage, pheasant farm, mushroom plant, and the bakery.

The special education group visits the zoo, department store, the disposal plant, creamery, bakery, laundry, abattoir, mushroom plant, and pheasant farm.

B. AN EDUCATIONAL FIELD TRIP IN GEOLOGY FOR TEACHERS

Pottsville to Hamburg, May 15, 1937

9:30 A. M. to 12:00 Noon

This is the first educational field trip in geology for 1937 conducted jointly by the Pennsylvania Department of Public Instruction and the Pennsylvania Topographic and Geologic Survey. These

¹Similarly organized trips to places of scientific, scenic, and historic interest will provide an excellent survey for secondary and elementary school teachers.

field trips are operated primarily for science teachers, but any one interested is welcome to participate.

References: "Pennsylvania Geology Summarized" by Bradford Willard, Pennsylvania Topographic and Geologic Survey Bulletin 113 (free).

Topographic Maps: Pottsville quadrangle—Hamburg quadrangle.

SUMMARY OF THE GEOLOGY BETWEEN POTTSVILLE AND HAMBURG

Passing south from Pottsville, a series of formations of stratified or bedded rocks is crossed as one drives along the Schuylkill Valley. These formations are found as broad bands which run about east-west in this part of Pennsylvania. The youngest formation is the highest and is seen at Pottsville. Older, lower formations emerge successively from below as we go south. These are seen in the ridges and valleys cut across by the river. Once, all these rocks lay flat as a thick pile, but, due to enormous pressure exerted against them in a horizontal direction from the south and southeast they were folded up-tilted and so exposed as we now see them. The hard rocks made the ridges, and intervening soft formations the valleys. The formations are as follows, youngest at top:

GEOLOGIC COLUMN

PENNSYLVANIA SYSTEM OF ROCKS *Thickness*

Coal Measures about Pottsville with the coarse, white Pottsville conglomerate ("pebble rock") at the base, forming Sharp Mountain 1000 feet

MISSISSIPPIAN SYSTEM OF ROCKS

Mauch Chunk formation of red sandstone and shale in valley between Sharp and Second Mountains.....2000 feet

Pocono formation of gray sandstone and conglomerate in northern crest of Second Mountain.....1000 feet

DEVONIAN SYSTEM OF ROCKS

Catskill continental facies

Mostly red sandstone and shale plus some gray or green sandstones. The red rocks show between the crests of Second Mountain and to the south. The southern crest of this mountain is the Honesdale gray sandstone, a part of the Catskill.....2000 feet

Portage group of formations

Trimmers Rock sandstone, olive to gray sandstone, hard and flaggy with some dark shale. Sometimes fossiliferous. Seen about Cressona.....2000 feet

Burket black shale. Concealed on the Schuylkill.... 50 feet

Hamilton group of formations

Gray to brown shale and thin sandstones; highly fossiliferous. Seen near Orwigsburg, Deer Lake, etc. 1200 feet

Marcellus shale, Onondaga limestone, Oriskany sandstone and chert, Helderberg limestones are all concealed in this section.

SILURIAN SYSTEM OF FORMATIONS

Bloomsburg ("Clinton") formation

Red shale and sandstones with thin green beds and some beds high in iron content. No fossils. Seen on Little Schuylkill and about Port Clinton.....2000 feet

Shawangunk formation

Hard, gray sandstone and conglomerate. These beds form First or Blue Mountain.....1500 feet

ORDOVICIAN SYSTEM OF FORMATIONS

Martinsburg shale and sandstone, gray to black shale and some massive sandstones from Blue Mountain south through Hamburg.....3000 feet

SCHEDULE OF TRIP

Miles

- 0.0 *Stop I; Ar. 9:30; lv. 9:45.* The party will assemble at 9:30 on highway 122 at the south edge of Pottsville (Pottsville-Mount Carbon line). Park along west side of highway facing south (away from Pottsville). The trip should end at Hamburg about noon.
- Sharp Mountain to our north is composed of Pottsville conglomerate forming the base of the Coal Measures which underlie the city of Pottsville. The conglomerate shows on the highway immediately north of the starting point. Mauch Chunk red beds are exposed at the starting point.
- Proceed south at 9:45.
- 0.1 Passing cuts in red Mauch Chunk formation north of underpass.
- 1.0 Pocono gray sandstone and conglomerate form the northern crest of Second Mountain and show in R. R. cuts left. Run slowly; no stop.
- 1.2 Valley between crests of Second Mountain. The northern crest in Pocono sandstone, the southern crest in Honesdale sandstone. Between the crests are red shales of the Catskill facies. Run slowly; no stop.
- 1.6 Southern crest of Second Mountain. This is Honesdale sandstone, a thick hard, gray member of the otherwise red Catskill. It shows in R. R. cuts left. Run slowly; no stop.
- 2.0 Across river to right the lower red beds of the Catskill show in cuts south of Second Mountain.
- 3.0 Right onto Route 83 to Cressona. Continue across R. R.

3.2 *Cressona. Stop II; ar. 10:00; lv. 10:15*

After crossing R. R. make U-turn and park south of concrete highway; leave cars and visit cut north of highway next to R. R. The Portage sandstone and shale are exposed. Fossils are very rare. Observe sandstone, shale, dip, strike, joints, and other features. Return to cars and proceed east on Route 83.

3.4 Stop Street. Right onto Route 122 and continue south through Schuylkill Haven and Orwigsburg. A few, small exposures of Devonian shales are passed, but are not worth visiting.

11.4 *Deer Lake. Stop III; Ar. 10:30; lv. 10:50.*

Park right of highway at quarries. Dark Hamilton shale and sandstone show. The beds are highly fossiliferous, and this stop is made to allow time to collect specimens. Continue south on Route 122.

13.0 *Little Schuylkill Valley. Stop IV; Ar. 11:00; lv. 11:10*

Park right of road at quarry in Bloomsburg red shale with green beds. Note shearing perpendicular to beds. Proceed south on Route 122.

14.4 Passing through Port Clinton. Many exposures of Bloomsburg

15.4 red beds show, especially across the river on the R. R. at Port Clinton. South of the town the Shawangunk massive, brown or gray beds begin to appear. Run slowly; no stop.

15.8 *Schuylkill Water Gap.* Run slowly. Across the river the massive sandstone and conglomerate at the base of the Shawangunk formation form a wall running straight up the mountain as the beds stand on end. These show well on the R. R. The beds immediately south of these lie nearly flat and are part of the Martinsburg formation. They abut against the Shawangunk at nearly right angles. This is called an *unconformity*. Proceed south.

16.8 Highway cuts directly in line with a dam in the river show the Shawangunk-Martinsburg contact as noted at the gap. No stop; run on south.

17.9 *North edge of Hamburg. Stop V; Ar. 11:25.*

Park right of highway. Lock cars. Walk back on highway to the Shawangunk-Martinsburg contact. *CAUTION*: face the traffic; keep left. Note the fossils in the basal Shawangunk, the unconformity, character of the Martinsburg formation. Return to the cars and disband about noon.

C. COMMUNITY RESOURCES SUITABLE FOR VISITATION

A. Occupational activities

1. Farming, agriculture

General farms	Truck farms	Mushroom houses or
Tobacco	Market garden	cellars
Dairy farms	Rabbit hatchery	Mint farm
Stock (beef, etc.)	Silver-fox farm	Poultry
Stock breeding	Saddle horses	Apiary
Sheep		Fish-hatchery

- | | | |
|--------------------|---------------------------|----------------|
| Fruit orchard | Maple sugar orchard | Tree nurseries |
| Flower nurseries | Bulb farms | Greenhouses |
| Irrigated farms | Large neighborhood estate | Home farm |
| Experimental farms | | School farm |
2. Mining

Coal mines	Marl deposits	Old iron mine
Stone quarries		
 3. Lumbering
 4. Fishing
 5. Farm service occupations

Blacksmith shop	Grist mill	Veterinarian
Creamery	Cooperative associations	Local grain elevator
Box and basket factory	Gate factory	Domestic engine factory
Barrel factory	Farm machinery	
Dairy	Pickle factory	Condensery
Creamery	Flour mills	Tobacco stemmeries
Cheese factory	Meat packing plants	Tobacco factories
Ice cream factory	Molasses making	Breakfast food factory
Powdered milk factory	Fruit and vegetable cannery	
Mushroom cannery		
 6. Manufacturing and power

Power and heating plant of local institution	River dam just being built	"High tension" line crossing neighborhood
Power from river		
Steel mills	Foundry	Zinc smelter
Lumber mills and sawmills	Oil refinery	Gas plant
Pump factory	Eyeglass factory	Hosiery mills
Aluminum factory	Charcoal making	Thread mill
Paper mills	Leather manufacture	Textile making
Paper-tag making	Candle factory	Quilt making
Tile and pottery factory	Candy making	Broom factory
Brick plant	Shirt factory	Soap factory
Glass factory	Ice plant	
 7. Trading, the "middle man" service

General store	Drug store	Filling station
Meat market	Grocery store	"Chain" store
Furniture store	Department store	Bakery
Five and ten	Antique shop	
 8. Professional and personal services

Local doctor	Teacher	Publisher (newspaper)
Dentist	Minister	Weather forecaster
Lawyer	Banker	Photographer
 9. Transportation and communication

Freight and express offices	Buses	Viaducts
Railroad station	Wagons	Tunnels
Trains	River bridges	River transportation
Trucking	Buggies	Canals
U. S. transcontinental highways	Moving vans	Boats
	Touring camps	Docks (shipping)
	River junction	Air port

Telephone and telegraph companies Telegraph office	Telephone exchange Telephone and telegraph cross county lines	Radio Radio broadcasting station
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10. Miscellaneous services

Garage Laundry	Cleaning and pressing establishment	Carpenter shop Printing shop
Building—new homes being built		

B. Institutions

1. The home: homes of the community

2. Government

Election County court house Records	Issuing of licenses Court proceedings County jail	State capital Tax collector
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3. Church and related organizations

4. Economic institutions

Banks (savings,
commercial)

5. "Service" institutions

General hospital Tuberculosis sanitarium	Orphans' home Old people's home	Welfare society Automobile association
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6. Recreational Institutions

Boy Scout Troop Girl Scout Troop Y. M. C. A.	Y. W. C. A. Movie Theatre	Country club Riding club Hunt
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7. Educational

University Teachers college	College of agriculture Private academy	Public school Liberal arts college
Historical museum	Natural science museum	Carnegie museum and library
Geographical museum Geological museum	Small private museum Zoo	Art gallery
Private collection	Local town library	County traveling library
Local daily paper	Weekly paper	Magazines
County fair School fair	State fair	Fall festival

C. Historical

1. History of civilizations.

Indian graves	Indians living on reservation
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2. Growth of the nation.

Revolutionary War scenes Valley Forge	Washington's Crossing Civil War scenes	Gettysburg Battlefield Independence Hall
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3. Early life of the people

Colonial homes	Log cabins	Old mill with ruins of mill race
Furniture	Sod houses	Site of first court in county
Dishes	Site of fords at the river	Old colonial court house
Octagon schoolhouses	Block House	Old covered bridges
School built on site of old fort		

D. The cultural heritage

1. Our own cultural heritage

Band and orchestra concerts	Annual county music festival	
Memorial chapel at Valley Forge	Old colonial mansion	New homes being built
Parks	Longwood Gardens	
Peale portrait of Washington in library	Private art collection made available at times	Art colony in community
Statues		
Furniture	Pottery	

2. People who have acquired great familiarity with the cultural heritage

People who have traveled widely	People with special music education	College graduate of liberal arts college with special literature course
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E. Nature

1. Plant life

Growth of second timber	Grove across road from school	Beech
Half grown "State Forests"	Wood lots	Pine
Many trees along nearby river	Maple	Coniferous and deciduous trees on school ground
Azaleas	Rhododendron	Wild lilac
Nuts		
Weeds	Meadows	Pasture lot
Fields		
Wild flowers	Indian stars	Wild columbine
Trillium		
Cat-tails	Water weeds	Sea-weed

2. Inorganic nature

Rapid rise from foothills to Adirondacks	Lagoons	Faulting and tilting of rocks
Hills	Sand dunes	
Mountains	Level valley	Glacial formations
Glacial boulders and drift	Ravines	Sand
Mineral deposits	Limestone rock	Drainage ditches
Marl deposits	Granite	"Cuts" in State roads
	Gravel bed	Interesting geological formations
	Clay soil	
Creek	Spring	Snow
River	Floods	Remains of bridge destroyed by Johnstown flood
Lake	Junction of Ohio, Allegheny, and Monongahela Rivers	
Waterfall		

Smoke rising	Clouds	Rainbow
Smoke hanging low	Tiny whirlwinds	
Tides	Sunrise and sunset	Moon and its phases
Sun and shadows	Sky at night	

3. Animals

Birds of prey	Water-birds	Winter birds
Domestic birds	Ducks	Feeding stations
Game birds	Heron	Spring and fall migrants
Pheasants	Red-wing	Summer residents
Partridges	Blackbird	
Insects and their kin	Mud dauber	Luna
	Paper maker	Polyphemus
Wasp nests	Moth	
Mammals	Squirrel	Mole
Deer	Rabbit	Weasel
Large fur-bearing animals	Beavers	Skunk
Fresh-water fish	Snails	Clams
Frogs	Salamanders	Snakes
Toads	Turtles	Alligators
Lizards	Tadpoles	

D. PLACES OF EDUCATIONAL INTEREST IN PENNSYLVANIA¹ ADAMS COUNTY

Buchanan Valley

Mary Jemison Memorial—site of abduction by Indians, 1777.
Father Will Whalen's church.

Fairfield

Richard Bard homestead—scene of Indian massacre.

Gettysburg

Gettysburg National Military Park.
Gettysburg Cemetery—site of Lincoln's address.
Jenny Wade Museum.
General R. E. Lee's headquarters.
Gettysburg College—Theological Seminary, tower used as a lookout during battle.

McSherrystown

Jesuit Mission and church organized 1719.

York Springs

Old medicinal watering place.

ALLEGHENY COUNTY

Blawnox

Sanders Inn—at one time headquarters of Washington.

¹No attempt has been made to list all the places in the Commonwealth suitable for visitation. This list is the result of an impartial, random sampling of places typical of many others which exist in every county.

Under some counties and towns or cities a larger number of items has been listed than under others. This may be accounted for by the fact that the geographical locations of certain counties, cities, or towns retarded their early settlement, and consequently the historic lore is somewhat limited. In some instances it would have been impossible to secure additional items without considerable expense to the Department.

Bridgeville

General Neville's home, 1785, one mile north.

Pittsburgh

University of Pittsburgh.

Carnegie Institute—permanent collections and exhibits.

Carnegie Museum—objects pertaining to natural science, ethnology, and arts.

Cathedral of Learning, University of Pittsburgh.

Phipps Conservatory—most complete in United States.

Historical Society of Western Pennsylvania—valuable collections.

Zoological Gardens.

The Block House, or Redoubt, built by General Henry Bouquet, 1764.

Stephen Collins Foster Memorial Hall—contains the Stephen Foster collection on early American music.

Ancestral home of Mellon family—transported from Ireland.

Brashear Memorial.

Mellon Institute—one of world's great centers of scientific research.

ARMSTRONG COUNTY

Dayton

Site of Soldiers Orphans Home—established 1866.

Ford City

Notable terraces 200 feet above river covered with glacial deposits.

Freeport

Remains of ancient aqueducts and canal locks.

Kittanning

Site of Indian town destroyed by Colonel Armstrong on September 8, 1756, and of early frontier fort.

Leechburg

Pioneer town of the Pennsylvania gas industry.

Natrona

Terraces covered with glacial gravels.

Parkers Landing

Site of one of the first oil wells drilled in Pennsylvania, 1864-1865.

BEAVER COUNTY

Ambridge (Old Economy)

Buildings of Harmony Society—an experiment in communal living begun in the early nineteenth century.

Museum containing relics of Harmony Society, Commonwealth property, administered by Pennsylvania Historical Commission.

Koppel

Large sandstone quarry producing dimension stone and curbstone.

New Brighton

Merrick Free Art Gallery and Museum.

BEDFORD COUNTY

Bedford

The Espy House or Old Stone House—Washington's headquarters in 1770.

Site of Fort Bedford.

Bedford Springs

A resort famous for its mineral springs since 1796, visited by King Louis Philippe of France, President J. K. Polk, Governor A. G. Curtin, and other celebrities.

Juniata Crossing

Martin's Old Stone Inn—General Lafayette stopped here, 1825.

Mann's Choice

Sulphur Springs.

Wonderland Caverns.

Reynoldsdale

Reynoldsdale Fish Hatchery and large spring flowing 1200-1800 gallons per minute.

Salemville

Seventh-Day Baptist Monastery—a branch of Ephrata and Snow Hill, erected 1800.

Schellsburg

A log church built in 1806 with a "wine glass pulpit".

Grand View—broad panorama from Allegheny Mountain.

Waterside

Hipple Cave—1200 feet long.

BERKS COUNTY

Eckville

Hawk Mountain—famous sanctuary for eagles, hawks, and falcons.

The Pinnacle, or Zinne-Kup—peak of Blue Mountain.

Exeter

Site of birthplace of Daniel Boone near here, built about 1730.

Home of Abraham Lincoln's ancestors near here; Lincoln House built by great-great-grandfather about 1733.

Hamburg

State tuberculosis sanitorium.

Joanna

Joanna Furnace—a famous old iron furnace built in 1792.

Kutztown

State Teachers College.

Lenhartsville

Spitzenberg—a prominent, isolated hill.

Blue Rocks—five acres of bare rocks.

Oley

The de Turk woods—primeval oaks.

Huguenot burial grounds, 1720.

Reading

Old Lutheran church where Muhlenberg preached.

Pagoda—mountain lookout over city.

Historical Society of Berks County.

Seisholtzville

Granite quarry has furnished stone for government building in Washington, D. C.

Shoemakersville

Henry Shoemaker mansion—erected 1765.

Virginville

Crystal Cave—noted for its deposit of sparkling calcite crystals.

Onyx Cave—contains a natural bridge.

Weiser Park

Home and grave of Colonel Conrad Weiser, Indian peacemaker and explorer; Commonwealth property, administered by Department of Forests and Waters.

Wyomissing

Art gallery and natural history museum, among finest in the United States.

BLAIR COUNTY

Altoona

Shops of Pennsylvania Railroad, largest in United States.

Horseshoe Curve—famed throughout the world.

Baker Museum—Blair County Historical Society.

Wopsonnonock—a fine view.

Arch Spring

Lost-and-Found Creek—appears and disappears several times.
Spring flows through a natural bridge.

Hollidaysburg

Chimney Rocks—scene of many Indian legends.

Roaring Spring

Spring with flow of seven and one-half million gallons of water every twenty-four hours.

Site of massacre of Dunkards by Indians, 1777.

Tyrone

Famous “water gap” of Bald Eagle, or Brush Mountain.

Big Spring—flows six million gallons daily.

Watson Rock

View of seven counties.

BRADFORD COUNTY

Asylum

Remains of French Royalist settlement of 1793.

Great bend of the Susquehanna, scenic beauty spot.

Athens

Spanish Hill—ancient Indian stronghold.

Site of Indian villages recently unearthed.

Tioga Point Museum—contains relics of historic and prehistoric times.

Leroy

A 150-foot waterfall of great beauty.

Towanda

Grave of David Wilmot, author of Wilmot Proviso.

Superior scenery east to Tunkhannock.

BUCKS COUNTY

Doylestown

Bucks County Historical Society—contains historical collection.

H. C. Mercer Museum—contains fine art collection.

Fountain Inn—built 1748; all furniture is antique.

Dyerstown

Grist mill built 1714, now a tea room.

Hartsville

Washington's headquarters—house still standing.

Presbyterian church—erected in 1710.

Site of Log College—erected 1730.

Kintnersville

Ringling rocks three miles east.

Lumberville

Hard Time Inn of Colonial days, built 1758.

New Hope

Artist colony along abandoned canal.

Newtown

Washington's headquarters in Lee mansion.

Pennsbury

Country home of William Penn built between 1683 and 1693 now a State memorial.

Plumsteadville

Building in which Deep Run German School was conducted—music notes still upon joists.

Point Pleasant

Ralph Stover Park—palisades of red shale, a cave, a residence 125 years old.

Quakertown

Large trap rock quarry at Rock Hill.

Richlandtown

The "Gargoyle"—a stone house built 1756, now used as a museum.

Washington Crossing

Washington crossed here Christmas night, 1776, to attack Trenton.

Bowmans Hill Tower—site of signal station for the Continental Army.

The Old Geist Mill—grain was ground here for soldiers of Revolutionary Army. There is also a cemetery where twenty soldiers lie in unmarked graves.

The Thompson Neely House—part of it dating back to 1701.

BUTLER COUNTY

Butler

"Salt Licks"—home of "Massy" Harbeson, Indian captive.

Connoquenessing

On bank of creek near here George Washington was shot at by an Indian at fifteen paces.

Slippery Rock

State Teachers College.

Zelienople

Named for German Countess, Zelia Bass, 1795.

CAMBRIA COUNTY

Cresson

State sanitarium.

Statue to Admiral R. E. Peary, arctic explorer.

Johnstown

Johnstown flood, 1889.

Grandview Cemetery—777 unidentified victims of flood buried here.

Old incline plane of Pennsylvania Canal—502 feet high, 896 feet long, hoists passengers.

Loretto

Tomb of Prince D. M. Gallitzin, pioneer Russian priest and missionary.

Imergrun—home of C. M. Schwab, famous ironmaster and philanthropist.

CAMERON COUNTY

Cameron

Sherwood farm—log barn, one of oldest in county.

Driftwood

Site of earliest settlements by John Jordan, Overturf, and others.

Lewis and Connolly, notorious outlaws, shot here.

Grove

Scene of Peter Grove's escape from Indians, 1782.

Huntley

Stones for grindstones obtained near here by early settlers.

Traces of a "turkey path" over which mail was carried.

Sizerville

Medicinal springs—haven of health for the Indians.

Home of Uncle Zenas Cowley, pioneer hunter.

Sterling Run

Pine Street Cemetery—site of first church, 1826, and one of earliest burial grounds in county.

CARBON COUNTY

Glen Onoko

Famous waterfall.

Mauch Chunk

Site of switch-back railway—one of the oldest railroads in America, recently scrapped; put in use 1837.

Site of discovery of anthracite in Carbon County, 1791.

Summit Hill

Site of switch-back railway, recently scrapped.

Large open-pit anthracite strippings.

CENTRE COUNTY

Aaronsburg

Laid out by Aaron Levy on plan of Paris, France, to be capital of Pennsylvania, 1798.

Bellefonte

Mammoth spring in center of town, named by Prince Talleyrand; one of largest springs in State. Big trout always visible in stream below spring.

Mansions of several governors.

Curtin monument—in front of historic court house.

Some of finest examples of early American architecture in Commonwealth.

Centre Hall

Fine view of Penns Valley from Nittany Mountain on State Highway.

Penns Cave—A cave with many Indian legends; extensive boating trip.

Madisonburg

Veiled Lady Cavern.

Pleasant Gap

Pleasant Gap Fish Hatchery and auxiliaries.

Rebersburg

Spangler's Fort—a survival from Indian days, well preserved.

Rockview

Site of branch Western Penitentiary.

Site of one of early iron furnaces in Central Pennsylvania, established by General Benner, 1793.

State College

Monument on college campus built of sedimentary rock, representing each of the principal geologic ages, oldest at the base, youngest at top.

Pennsylvania State College.

Centre Furnace—built 1792, second earliest iron furnace in Juniata region; in good state of preservation.

Woodward

Woodward Cave.

CHESTER COUNTY

Coatesville

Ruins of Laurel Forge—iron-sides of Monitor made here.
Soldiers' Hospital.

Compassville

Grave of Pierre Bezaillon, explorer and trader, who died July 18, 1742.

Devault

Mazlin Hall—headquarters of Washington one night.
Paoli Massacre Ground.
St. Peter's Church and cemetery.
Diamond Rock school house—an octagonal school building.
Large limestone quarries.

Elverson

Site of famous "Blue Rocks", scene of Indian legends.

Kennett Square

Birthplace and grave of Bayard Taylor.
Longwood Gardens—part of DuPont estate.

King of Prussia

Ancient inn where Washington and Lafayette stopped.

Lionville

Friends meeting house—erected 1756.

Paoli

Burial grounds of Continental troops.

Valley Forge

A national shrine—the headquarters of Washington.

West Chester

Chester County Historical Society—interesting exhibits.
State Teachers College.

CLARION COUNTY

Bradys Bend

Site of Captain Samuel Brady's battle with Indians, 1779.

Clarion

Salt licks frequented by vast herds of bison in earlier days.
State Teachers College.

Foxburg

Historic old stone house—built 1804.

Shippenville

Ruins of three iron furnaces nearby.

Strattanville

An oak listed among "famous trees of Pennsylvania".

CLEARFIELD COUNTY

Clearfield

Curwensville—extensive building stone quarries.

Indian mill—said to be an original mill of stone used by Indians, but called by geologists a "pot-hole".

Frenchville

Settlement of Norman and Picard, pioneers from France, 1840.

St. Mary's On-The-Mountain Roman Catholic Church.

The Knobs—"The King, Queen, and Bishop"—three highest peaks in Clearfield County.

Grampian

Bloom Run quarries furnished blocks for longest stone arch bridge in world, Pennsylvania Railroad bridge above Harrisburg.

Karthaus

Site of Peter Abelard Karthaus' early iron works and castle, erected 1816.

Lecontes Mills

Remains of pioneer flouring mill.

CLINTON COUNTY

Avis

Pine Creek Declaration of Independence Elm.

Gallows Hill where Fair Play men administered justice.

Farrandsville

Site of castle of Maria Christina, Spanish queen, erected 1830.

Lock Haven

Scenic drive up west branch of Susquehanna to Renovo.

Site of Fort Reed.

State Teachers College.

Loganton

A famous sulphur spring.

McElhattan

Indian medicine springs.

Sauton Falls (Tumbling Falls) at head of McElhattan Run.

Site of old Wayne camp meeting.

Round Island

Altar Rock—Indian sacrificial stone.

Home of Seth Nelson, hunter.

COLUMBIA COUNTY

Berwick

River terraces covered with glacial deposits.

Mifflinville

Planned by its founders to be the capital of Pennsylvania. The wide streets were planned accordingly.

Orangeville

Site of fort built by Quakers drafted in Civil War.

CRAWFORD COUNTY

Cambridge Springs

Noted for its mineral springs.

Polish Museum of the Polish National Alliance College.

Conneaut Lake

Largest natural lake wholly in Pennsylvania—928 acres.

Meadville

Hillcrest—development of Meadville Housing Corporation with Federal aid; 200 houses constructed.

John Brown's farm—one of his wives and several of his children are buried here.

Pymatuning Reservoir—16,420 acres. State game refuge and museum.

Titusville

Drake Memorial Museum—contains exhibits showing the origin and development of the oil industry.

CUMBERLAND COUNTY

Boiling Springs

Old Iron Furnace—cannons and munitions manufactured here during Revolutionary War.

Largest spring in State flows 13,000 to 20,000 gallons per minute.

Carlisle

Dickinson College.

Carlisle Indian School from 1879 to 1918.

Carlisle Barracks—guard house built in 1777 by Hessian prisoners.

First Presbyterian Church—completed 1770. Carlisle citizens here passed first declaration in support of independence.

Grave of Mary Ludwig, "Molly Pitcher", heroine of battle of Monmouth, 1778.

Grave of Hugh H. Brackenridge, author of "Modern Chivalry".

Hamilton Library—houses County Historical Society; many historical relics.

Carlisle Springs—famed old-time watering place.

Huntsdale

Huntsdale Fish Hatchery.

Newville

Site of Captain William Denning's cannon foundry, Revolutionary War.

Big Spring—Three miles south, one of largest in State.

Shippensburg

First court house of county erected 1735.

State Teachers College.

DAUPHIN COUNTY

Dauphin

Views of Susquehanna River and four water gaps. View of Powells Valley from road over Peters Mountain.

Duncans Island

Site of Indian villages.

Harrisburg

Kelker Mansion—Dauphin County Historical Society exhibits.

Grave of John Harris by river front.

John Harris home—built 1766.

Paxton Church—oldest Presbyterian church in continuous use in Pennsylvania, built in 1740.

Capitol buildings.

State Museum—display of antique vehicles, flora, fauna, and cultural development of Commonwealth.

Hershey

Old Derry Church—erected 1729.

American Indian Museum.

American game farms.

Hershey Park Zoo.

Hummelstown

Valentine Hummel's mansion.

Indian Echo Cave.

Indiantown Gap

Former village of Indians, now military reservation of National Guard and regulars.

St. Josephs Well—site of officers' club.

Historic "Moonshine Church"—erected 1836.

Linglestown

Site of Log College erected before 1739.

Fort Gilchrist, 1757.

Fort Mackey, 1757.

Grave of John Goodaway, friendly Indian.

Grave of George Pletz, American airman, killed 1828

Rockville

Fort Hunter Mansion and Museum—built 1814 on site of old Fort Hunter, 1756.

Famous stone railroad bridge across Susquehanna River—longest stone arch bridge in the world.

DELAWARE COUNTY

Chadds Ford

Brandywine Battlefield—memorials and buildings.

Chester

Second oldest Swedish settlement in Pennsylvania.

Colonial court house—built 1724 and used ever since; restored by Governor W. C. Sproul, 1920.

Caleb Pusey House—built 1683 on site of an earlier Swedish house.

Deshong Memorial Gallery.

Washington Hotel—where Washington wrote his account of the Battle of Brandywine for Congress.

John Morton Museum—in memory of heroic Swedish patriot of Revolution. Dedicated by Crown Prince of Sweden April 8, 1938.

Ithan (The Original "Radnor")

Radnor Friends Meeting House—1718.

St. Davids Church—burial place of "Mad Anthony" Wayne, built 1715.

Post Office building—more than 220 years old.

Swarthmore

House in which Benjamin West was born—located on college campus.

Leiper house—built 1785.

Ruins of old powder mills.

Swarthmore College.

Extensive granite quarry opened 1785.

Tinicum

Site of first capital and capitol building in Pennsylvania, established by Governor Johan Printz of the Colony of New Sweden, 1643; now Commonwealth property, Printz Park administered by the Pennsylvania Historical Commission.

ELK COUNTY

Medix Run

Birthplace of Tom Mix.

New Flanders

Site of Belgian colony, established by Count Deham.

Rasselas

House built 1837 by Rasselas Brown for whom town was named.

St. Marys

Site of German Catholic settlement of 1842. Old Catholic church.

First Benedictine Convent in America, established 1852.

Wilcox

Schultz tannery, at one time largest in world where 1,000,000 buffalo hides were tanned between 1870 and 1885.

ERIE COUNTY

Corry

Old Indian fort—on D. C. Sorenson farm.

Indian Mound—on Stranahan farm, type rarely found in Pennsylvania.

Corry Fish Hatchery.

Edinboro

Granite boulders near Edinboro brought from Canada by glacier.

State Teachers College.

Erie

The Niagara—Commodore O. H. Perry's flagship.

The Wolverine—first iron warship ever built.

Erie Fish Hatchery.

Wayne Blockhouse—a replica of the one in which General Anthony Wayne died.

Terraces and beaches marking different levels of glacial lake.

Presque Isle—a long sandspit in Lake Erie; a State Park.

The Old Customs House—one of old Federal banks, now houses Erie Historical Society.

Erie Public Museum.

Union City

Union City Fish Hatchery.

Waterford

Fort Le Boeuf, site preserved, and monument.

FAYETTE COUNTY

Fairchance

Dulany Cave, largest in State, 2500 feet long, on Chestnut Ridge.

Farmington

Fort Necessity—Battle of Great Meadows, 1757.

Old Rush Tavern—a stage-coach stop erected in 1837.

Grave of General Edward Braddock.

New Geneva

Friendship Hill—the Albert Gallatin homestead, residence of great Swiss-American statesman. Lafayette was a guest here in 1825.

Ohiopyle Falls

Great scenic beauty spot, falls, pothole, gorge.

Perryopolis

Streets radiate from square on L'Enfant's plan.

Washington Grist Mill—built 1776 under General Washington's supervision.

First iron works west of Alleghenies—scene of legend of Peter Marmie, former private secretary of Lafayette.

Uniontown

Gallatin Monument.

Beehive coke ovens.

FOREST COUNTY

Cooksburg

Cook Forest State Park—large stand of virgin timber.

Tionesta

Site where Rev. Zeisberger preached to Indians, 1767; subject of Benjamin West's great painting.

Tionesta Fish Hatchery.

FRANKLIN COUNTY

Blue Ridge Summit

Situated on Mason and Dixon Line.

Caledonia Park

Caledonia Furnace built by Thaddeus Stevens.

Chambersburg

John Brown's headquarters—where John Brown and his associates plotted the raid.

Rocky Spring Church—a Presbyterian church erected 1784, interior in fine preservation.

Foltz

Birthplace of James Buchanan, 15th president of United States.

Mason and Dixon

Original line stone bearing coat of arms of Lord Baltimore and William Penn, marking the 105th milestone of the Mason and Dixon line, east of Greencastle-Williamsport pike.

Mercersburg

Mercersburg Academy. Carillon of Academy is outstanding.

Monterey

Birthplace of the Duchess of Windsor (Wally Simpson).
Devils Race Course—several acres of bare rocks.

Mount Alto (Funkstown)

State Forest School—branch Pennsylvania State College.
Site of capture of William Cook, associate of John Brown, 1859.
Groves of short leaf pines—described by the French traveler, F. A. Michaux, 1802.

Quincy

Snow Hill Monastery—Seventh Day Baptist communal experiment modeled after Ephrata Cloisters, founded 1763; one of religious survivals in Pennsylvania.

Williamson

Bakers Caverns.

FULTON COUNTY

Fort Littleton

Site of fort of French and Indian War days, 1756.

McConnellsburg

The Grand Lookout from top of Tuscarora Mountain on Lincoln Highway.
Old Lutheran church.
Fulton House and McCullough home built 1793.

Sideling Hill

Scene of massacre of packers by Colonel James Smith's "Black Boys", 1769.

Waterfall

The largest swamp white oak tree in Pennsylvania.

Wells Tannery

Home of Colonel William L. Mosby, secret service officer of C. S. A. in Civil War.

GREENE COUNTY

Dunkard Creek

Statler Fort.

Site of Experience Bozarth's exploit with Indians, 1779.

Ryerson Fort—scene of massacre of Crow family by Indians.

Garrards Fort

Scene of the shocking massacre of Corbly family, 1782.

Greensboro

Site of early glass works, 1806.

Waynesburg

Site of Fort Jackson.

Greene County Historical Society exhibit.

Waynesburg College.

HUNTINGDON COUNTY

Franklinville

Historic Indian cave—exhibit of relics.

Hesston

Birthplace of former Governor M. G. Brumbaugh, noted educational leader and statesman.

Huntingdon

Replica of Standing Stone—site of Indian village.

Juniata College.

Lincoln Caverns—Four miles west of Huntingdon on Route 22.

Warm Springs—reported of medicinal value to the Indians.

Pulpit Rocks—Forty to fifty feet high.

Marklesburg

Balanced Rock—huge rock balanced on edge of cliff over Great Trough Creek.

Copperas Rocks—a natural shelter on Great Trough Creek about a mile below Paradise Furnace.

Paradise Furnace—five miles southeast of Marklesburg; iron made here in pioneer days.

Orbisonia

Chester Furnace—rebuilt in duplicate a few years ago.

INDIANA COUNTY

Armagh

Buena Vista Furnace.

The Maples—hotel of stage coach days.

Indiana

State Teachers College.

Residence of former Governor J. S. Fisher.

Saltsburg

Site of early salt works.

JEFFERSON COUNTY

Brockway

Pennsylvania Game Commission Training School.

Brookville

Site of cabin of Captain Hunt, Indian bear hunter.

Falls Creek

Sandstone quarry 3500 feet long—stone crushed for silica sand.

Punxsutawney

Home of the celebrated "Ground Hog" Lodge.

Six hundred fifty-seven beehive coke ovens in a single bank one and one-quarter miles long.

Sigel

Named for General Franz Sigel of Civil War fame.

JUNIATA COUNTY

Academia

Site of early institution of learning.

Indian mound—Indians buried here.

Honey Grove

State Wild Turkey Farm.

Site of Fort Bingham.

McAlisterville

Site of former State Soldiers Orphan School.

Mexico

Site of Fort Straus.

Mifflin

Rock formation—visited by Louis Agassiz.

LACKAWANNA COUNTY

Archbald

Archbald Pothole—formed by glacial action; called, incorrectly by some, an Indian "mill".

Cortez

Log cabin with relics.

Gravity railroad—bed of fifty-mile railroad operated by gravity.

Scranton

Everhart Museum of National History, Science, and Art.
Nay Aug Park.
Model coal mine.
Marywood College.
St. Thomas College.

Thornhurst

Site of Jay Gould's first business enterprise.

LANCASTER COUNTY

Columbia

Columbia-Wrightsville Bridge—longest concrete multiple-span highway bridge, one mile long.

Ephrata

The Cloisters—buildings of a German religious society of great historic interest.

Highville

Superb views from here to Washington borough.

Holtwood

Hydroelectric dam.

Lancaster

Landis Valley Museum—outstanding industrial museum.
Wheatland—home of former President Buchanan.
Meeting place of Continental Congress and State Capital 1799-1812, small replica in Buchanan Park.
“Rockford”—General Hand's home, quarter-master during Revolutionary War and early burgess of Lancaster.
Franklin and Marshall College.
Grave of Thaddeus Stevens.
Lancaster County Historical Society—museum and library.

Lititz

Moravian Cemetery—contains grave of General John A. Sutter, on whose land in California gold was first found, 1849; also graves of many Moravian Indians.
Linden Hall Seminary—built 1759 and used as hospital during Revolution.
Mortuary Chapel—where soldiers of Revolutionary Army were laid out for burial.

Manheim

Stiegel House—home of Baron H. W. Stiegel, artistic glass maker, iron master, and cultural pioneer of Pennsylvania.

McCalls Ferry

Hydroelectric dam.

Quarryville

Home of celebrated "Ground Hog" Lodge.

Safe Harbor

Hydroelectric dam. Fine view from observation point on hill above.

Unicorn

Fulton House—birthplace of Robert Fulton.

LAWRENCE COUNTY

Harbor Bridge

Site of one of last Indian villages in western Pennsylvania.

Moravia

Site of Dr. Zeisberger's Indian mission.

New Castle

First county courts held in Methodist church.

Site of enlistment of Col. Daniel Leasure's famous Roundhead Regiment in Civil War.

Jordan State Game Farm—ringneck pheasants.

New Wilmington

Westminster College.

Slippery Rock Creek—scenic gorge at Breakneck Bridge.

LEBANON COUNTY

Buffalo Springs

Eastern range of bison in Pennsylvania.

Cornwall

Cornwall iron ore mines operating since 1735—open pit 3000 feet long, 200 feet deep.

Cornwall charcoal furnace began making iron in 1742. Commonwealth property, administered by the Pennsylvania Historical Commission. One of outstanding survivals of early iron industry in the Commonwealth.

Lebanon

Old Union Canal tunnel—oldest canal tunnel in Pennsylvania.

Schaefferstown

Old Jewish burying ground, 1704.

Remains of Jewish Temple, now foundations of Franklin Hotel.

Sheridan

Zellers Fort—small stone building on David Erb farm, 1745.

LEHIGH COUNTY

Alburtis

Hereford Furnace.
Mary Ann Furnace.

Allentown

Zion Reformed Church—Liberty Bell concealed here during British occupation of Philadelphia.
Trout Hall—built by William Allen, 1762; Lehigh County Historical Society headquarters. Sir William Johnson a guest here at “housewarming”.
Trexler estate—game preserve.
Allentown Cemetery—resting place of many Revolutionary heroes.

Slatington

Slate quarries—most important school slate production in U. S.
School slate factory started here in 1847.

LUZERNE COUNTY

Ashley

Ashley planes—cars of coal drawn up three miles of mountain.

Forty-Fort

Site of Fort Wyoming.
Old Meeting House—erected 1807.
Queen Esther's Rock.
Forty-Fort—a fort named after first forty pioneers.

Nanticoke

Tilbury Knob—tract of land still in possession of descendants of William Penn as part of original grant.
Site of village of Nanticoke Indians, remnant of whom now reside in Delaware.

Red Rock

Kitchen Creek Falls—a series of waterfalls, one of them more than 100 feet, flowing through a three-mile gorge.

Wilkes-Barre

Wyoming Historical and Geological Society—exhibits on display.
Municipal Conservatory.
Kirby Park.
Fell Tavern—erected 1787.
Anthracite first discovered in Pennsylvania at mouth of Mill Creek in 1762.

Wyoming

Wyoming Monument—marks battle of Wyoming.

LYCOMING COUNTY

Elmsport

Headquarters for hikes to the Lost Valley.

Grays Run

Home of Tim Gray, famous pioneer hunter.

Jersey Shore

Site of Fort Antes.

Montoursville

Extensive plain of glacial outwash gravel.

Loyalsock State Game Farm—ringneck pheasants, ruffed grouse, quail, Hungarian and Chukar partridges.

Muncy

Fort Muncy—site recently uncovered.

Museum and library building—houses Muncy Historical Society.

Pennsdale

House of the Seven Stairs—architectural curiosity.

Picture Rocks

Glacial deposits.

Studio of late J. Wesley Little, central Pennsylvania landscape artist.

Ralston

Site of first steam railroad in central Pennsylvania, 1837.

Waterville

Scenic drive up Pine Creek or Cedar Run.

Williamsport

Famed as former "Lumber City".

Lycoming Historical Society—exhibits of Indian materials, pioneer utensils, and relics of lumbering days.

Home of Michael Risler, alias "Ross", founder of Williamsport.

Home of Ellis Lewis, Chief Justice of Pennsylvania.

McKEAN COUNTY

Bradford

McKean County Historical Society—exhibits.

Oil wells.

Kane

Ruins of Castle Kane, built by General Thomas L. Kane.

North Kane Rocks—a natural phenomenon.

Ludlow

Olmstead Gardens.

Forest of primeval hemlocks.

Mt. Alton

Kinzua viaduct of Erie Railroad over Kinzua Creek gorge, 300 feet high.

Teutonia

Site of model city of the "Society of Industry", 1943.

MERCER COUNTY

Cool Spring

Site of cabin of first white settler, Benjamin Stokly.

Mercer

Site of famous log court house built in 1803.

A station on the underground railroad.

Jail built 1818-1819—now used as private residence.

MIFFLIN COUNTY

Alforata

Seawra Cave, 600 feet long.

Belleville

Center of Big Valley model agricultural region of Amish.

Lewistown

West entrance to Lewistown Narrows of Juniata River between mountains rising 1500 feet above river.

McVeytown

Birthplace of Dr. J. T. Rothrock, explorer and founder of Pennsylvania Department of Forestry, 1839.

Reedsville

Indian Chief James Logans Spring.

Alexander Caverns—said to have been visited by Edgar Allan Poe, 1838.

Views of Seven Mountains.

MONROE COUNTY

Blakeslee

Tobyhanna Falls.

Buck Hill Falls

Buck Hill Falls and Glen—three falls with descent of 100 feet.

Canadensis

Indian Ladder Falls.

Levis Falls.

Spruce Cabin Falls.

Delaware Water Gap

Delaware Water Gap—sides of gorge rise 1400 feet.
Buttermilk Falls.
Caldeno Falls.
Dianas Bath.
Cold Air Cave.

Stroudsburg

Fort Hamilton—erected 1756.
Pocono Mountain — wonderful view toward Delaware Water Gap.
Monroe County Historical Society—headquarters in Mansion House, built in 1795 by Jacob Stroud.
State Teachers College.

MONTGOMERY COUNTY

Ambler

Fort Washington—attacked by British in 1776.

Fairview Village

Norriton Presbyterian Church—organized before 1700.
Mennonite Meeting House—erected early in 18th century.
David Rittenhouse farm—early astronomer and Revolutionary patriot.

Hatboro

Roller Academy—erected in 1811 and still used as school.
Pennypack Mill—erected in 1724 and served Washington's troops.
Crooked Billet Inn—where General Washington wrote correspondence about the battle of Crooked Billet.
Headquarters of General John Lacey.

Jenkintown

Abington Friends Meeting—an old Quaker meeting house.
The Old York Road Historical Society.

Merion Station

A Friends Meeting House—built in 1684.
General Wayne Inn—General Washington and other Revolutionary officers visited and dined here.

Norristown

Historical Society of Montgomery County—interesting exhibits.

Pennsburg

Schwenkfelder Historical Library and Museum.
Old potteries.
Ruins of powder mills.

Pottstown

Hopewell village—its old furnace and the surrounding buildings being restored.

Ringin' Rocks; Ringin' Rocks Park.

Schwenksville

Fisher State Game Farm—ringneck pheasants and bobwhite quail.

Souderton

Funk's Mill—built 1725.

Indian Field and Indian Creek churches—built 1730 and 1744.

Lady's Church cemetery—many Revolutionary soldiers buried here.

Trappe

Old Lutheran Church and cemetery, 1743.

Grave of General Peter A. Muhlenberg, died 1807.

Whitemarsh

Fort Hill—restored; Revolutionary Army repulsed by British.

Old mill—built 1714.

Hope Lodge—George Inn House.

Emlen House—once Washington's headquarters.

The Highlands—built by Anthony Morris.

MONTGOMERY COUNTY

Danville

First T-rails made in United States were rolled here in 1845; mill still in operation.

Old stone house—Mill and Bloom Streets; home of Daniel Montgomery for whom Danville is named. Part of original frame house in rear of stone dwelling built in 1776.

Washingtonville

Site of Early Water-grist mill built 1788.

Site of famous Alexander Billmeyer deer park and stock farm.

Site of Brady's Fort and Blockhouse, erected as refuge from Indian attacks.

NORTHAMPTON COUNTY

Bangor

Slate quarries.

Bethlehem

Moravian Seminary—first girls boarding school in America.

Emma Thursby Memorial Hall of Music.

Colonial Hall—a building of the Seminary; used extensively during the Revolutionary War.

Bell House—built 1745.

Moravian Church—built 1751; addition built 1806. Lafayette, Washington, Greene, Pulaski, and other early leaders worshipped here.

Sisters House—built 1742; later used as a house for brethren.

Old Sun Inn—erected 1758 and licensed as an Inn 1761 by King George III.

Lehigh University.

Easton

Scenic drives along Delaware River.

Home of George Taylor—signer of Declaration of Independence.

First German Reformed Church—scene of an important Indian conference in 1777.

Northampton County Historical and Genealogical Society.

Lafayette College.

Hellertown

Lost Cave—a limestone cavern with underground lake and stream.

Nazareth

Limestone quarries and cement mills.

Red Rose Inn—built 1741 by Moravians.

The Moravian Historical Society—occupies Whitefield House built 1740.

NORTHUMBERLAND COUNTY

Northumberland

Priestley Memorial Museum—contains laboratory and books of Dr. Joseph Priestley, distinguished theologian and discoverer of oxygen.

Grave of Dr. Priestley.

Grave of Robert Couvenhoven, famous scout.

Shamokin

Huge excavations for coal at Cameron collieries.

Warriors Run

Site of massacre of Fort Freeland, 1779; foundation still standing.

Old Presbyterian church.

PERRY COUNTY

Amity Hall

Box Huckleberry—very rare plant, two miles north of Amity Hall in ravine on east bank of Juniata River.

Landisburg

Warm Springs—used by the Indians.

Liverpool

Superb views of Susquehanna River and water gaps.

Millerstown

Mansion where Gov. James A. Beaver was born, 1837.

New Germantown

Primeval forest of hemlocks, one of finest in State.

PHILADELPHIA COUNTY

Holmesburg

Large, deep granite quarry.

Philadelphia

Independence Hall—Liberty Bell; Declaration of Independence and the Constitution of the United States signed here.

Congress Hall—First Congress of the United States met here.

Philadelphia Art Museum.

University of Pennsylvania Museum—large archaeological collection.

Franklin Institute—exhibits of scientific development.

University of Pennsylvania.

Temple University.

The famous Chew House—refuge of British soldiers.

Zoological Gardens—first in U. S., opened 1859.

William Penn residence, Fairmount Park.

Torresdale

Torresdale Fish Hatchery.

PIKE COUNTY

Bushkill Falls

A number of picturesque waterfalls.

Dingmans Ferry

Several waterfalls.

Milford

Site of first Dutch settlements in county, prior to arrival of Penn.

Forest Hall—Pike County Historical Society; exhibits.

Home of the Indian fighter, Tom Quick.

Paupack

Lake Wallenpaupack, artificial, second largest lake in State.

POTTER COUNTY

Bell Farm (near Gold)

Whence water flows to Gulf of St. Lawrence, Chesapeake Bay, and Gulf of Mexico.

Coudersport

Site of one of Zeisberger's religious meetings for Indians.

Cross Fork

A "buried city" of Pennsylvania; formerly a great lumber town.

Oleona

Ruins of Ole Bull's castle, erected 1853 by the famous Norwegian violinist.

Sweden Valley

Coudersport Ice Mine—a short vertical shaft containing ice formations only during the warm months.

SCHUYLKILL COUNTY

Brockton

Moss Glen Falls.

Orwigsburg

Site of abduction of Regina Hartman by Indians, 1755.

Pottsville

Henry Clay Monument.

Public Library—exhibits of Historical Society of Schuylkill County.

Site of first anthracite mines.

Schuylkill Haven

Well-exposed long section of rock formations between here and Pottsville.

SNYDER COUNTY

Middleburg

Scene of murder of twelve Indians by Frederick Stump, Christmas, 1768.

Selinsgrove

Susquehanna University.

Home and grave of Gov. Simon Snyder, for nine years governor of Pennsylvania.

Scene of Penns Creek Massacre, 1755.

Scene of first Indian outbreak in Pennsylvania following Braddock's defeat.

Troxelville

Snyder-Middleswarth primeval forest on Swift Run.

SOMERSET COUNTY

Berlin

Site of early Dunkard settlements in Brothers Valley.
Highest borough in State, 2322 feet.

Meyersdale

Mt. Davis, on Negro Mountain—highest spot in Pennsylvania,
elevation 3213 feet.

Somerset

Birthplace of Hon. Jeremiah S. Black, President Buchanan's
Secretary of State.
Highest county courthouse in State, 2200 feet.

SULLIVAN COUNTY

Celestia

Deserted city, willed to God by Peter Armstrong, 1863.

Dushore

Founded by Admiral DuPetit Thouars of France, who died at
battle of the Nile, 1804.

Eagles Mere

Eagles Mere Lake—a famous summer resort; 116 acres, 1998
feet above sea level.

Laporte

Third highest elevation of all county seats in Pennsylvania,
1965 feet.
Lake Mokoma.

SUSQUEHANNA COUNTY

Lanesboro

Erie Railroad Viaduct, known as "Starucca Viaduct", immortalized by J. F. Cropsey, artist, 1865.

New Milford

North end of old glacial drainage extending to Nicholson.

Silver Lake

Great beauty spot.

Susquehanna

Cemetery where children of original Mormon families are
buried.
Joseph Smith, founder of Mormon Church, lived in Oakland.

TIOGA COUNTY

Deerfield Township (near Knoxville)

Tablet showing location of first settlement in Tioga County, 1785.

Elkland

Large tannery.

Liberty

Blockhouse of early settlement days.

Mansfield

State Teachers College.

Wellsboro

Leonard Harrison State Park—"The Grand Canyon of Pennsylvania", 800 feet deep.

Grave of "Nessmuk", early Pennsylvania writer of outdoor life.

Fossil shells abundant in borough quarry.

UNION COUNTY

Kelly Cross Roads

Where Col. Kelly killed "Broadhead", a maurauding Indian.

Lewisburg

Bucknell University.

Ludwig Derr's mill—a trading post in Revolutionary time.

Grave of Col. John Kelly, hero of the Battle of Princeton.

Weikert

White Mountains, where last native bison in State were slain, 1801.

Winfield

Site of Lee Massacre by Indians.

VENANGO COUNTY

Drake Well State Park

Near Titusville. Site of first oil well, 1859.

Franklin

Site of aboriginal carving on rock, "The Indian God".

Site of Fort Machault built by French, 1753; burned 1759.

Site of Pit Hole City, center of the oil boom, laid out 1865.

Site of Fort Venango built 1760 by British; captured by Indians, 1763.

Site of Fort Franklin, built 1778 by American soldiers; abandoned 1796.

Site of "Old Garrison", built 1796 by U. S. troops and used until 1799. Used as jail until 1819.

WARREN COUNTY

Corydon

Cornplanter Reservation—the only Indian reservation in Pennsylvania.

Grave of Chief Cornplanter, erected by Commonwealth of Pennsylvania, 1868, at Reservation cemetery.

Hearts Content

Alleghany National Forest—primeval white pine timber.

Sheffield

The last of old Pennsylvania lumber towns.

WASHINGTON COUNTY

Canonsburg

Log cabin—original log building of Doctor John McMillan's Latin School, built about 1780.

Washington

Washington County Historical Society—interesting exhibits.

Bradford House—Headquarters of General Bradford.

Washington and Jefferson College.

WAYNE COUNTY

Honesdale

Site of pioneer glass works.

Soldiers Monument.

Pleasant Mount

Pleasant Mount Fish Hatchery.

Wallenpaupack

Falls of Wallenpaupack and Wallenpaupack Lake (artificial).

Whites Valley

Octagonal stone school house.

WESTMORELAND COUNTY

Chestnut Ridge

Site of cabin home of General St. Clair during later years of life.

Greensburg

Burial place of Major-General Arthur St. Clair, President of Continental Congress.

Ligonier

Site of Fort Ligonier built 1758 by Colonel Henry Bouquet, hero of Bushy Run.

Home of General St. Clair, in Menoher Valley.

Manor

Brush Creek Church—built 1816.

West Overton

Historical House—birthplace of Henry Clay Frick, famous industrialist; contains historical relics including replica of Col. John Proctor's "Rattlesnake Flag".

Indian Museum.

WYOMING COUNTY

Braintrim Township and Laceyville Borough

Markers showing Sullivan's trail.

Clinton Township

Little Rocky Glen.

Eaton

Glen Moneypenny—scenic beauty spot.

Nicholson

Nicholson Viaduct—one of the highest concrete bridges in the world.

Tunkhannock

Site of early Pennamite settlements.

Slocum Spring—watering place said to have been used by Sullivan's army.

Unparalleled scenery on Route 6 west to Towanda.

YORK COUNTY

Bermudian Creek (near Confluence with Conewago Creek)

Remains of monastery, branch of Ephrata, Snow Hill, and Salemville.

Delta

Large abandoned slate quarries.

Dillsburg

Presbyterian Church in manse in which M. S. Quay was born, 1833.

Wrightsville

Farthest east of the Confederacy, June 28, 1863; scene of General John B. Gordon's attempt to cross river.

Longest concrete multiple-span highway bridge, one mile long.

York

Headquarters of General Anthony Wayne

Historical Society of York County—exhibits in Historical Society building.

York Furnace—used during Revolution.

Home of General Henry Miller, a hero of Battle of Lexington, 1775.

(Concluded from Inside Front Cover Page)

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